

**PARENT GUIDE TO  
NORTHWOOD & VILLAGE  
ELEMENTARY  
REPORT CARD  
GRADE 4**



This Report Card, aligned with the New York State Common Core Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect *achievement*. *Achievement* is measured by student's performance at a single point in time and how well the student performs against a standard. We also need to help you understand the *progress* your child is making. *Progress* is measured by how much "gain" or "growth" a student makes over time and compares the child only to him/herself. The narrative in the Report Card, parent conferences, informal communication, and work sent home help provide you with information about your child's progress.

This Parent Guide was written to assist you in understanding how your child is scored on the elementary Report Card.

- **Content Descriptors:** These are used for the various subject areas. They are scores of 1, 2, 3 and 4 with descriptions that help parents understand what each number truly signifies. In addition, the meanings of the scores of 1-4 in each trimester are also articulated.
- **Behavior Descriptors:** These are used for work habits and behaviors, which are different than the subject areas.

Finally, we recognize that the standards in mathematics are unfamiliar and at times, can be difficult to understand; even beginning at first grade some are wordy or specific to particular concepts. This guide provides information to explain **some** of the more complex math indicators entail so you can understand the areas in which your child is struggling or mastering. It also explains the mathematical **thinking** we are working toward developing, along with specific grade level **content**.

## 1-4 CONTENT DESCRIPTORS FOR THE SUBJECT AREAS

For the trimesters 1 and 2, students are evaluated based **on their progress toward** end-of-year standard/benchmark. For the final trimester in June, the score reflects their **actual achievement** in relation to that standard/benchmark.

### 4 Exceeds Standards

- **Trimester 1:** The student is already or nearly achieving the end-of-year standard/benchmark.
- **Trimester 2:** The student is already achieving the end-of-year standard/benchmark.
- **Trimester 3:** Student demonstrates a deeper understanding of grade level standards and application of skills is that is well beyond the grade level standard/benchmark.

### 3 Meets Standards Independently

- **Trimester 1 and 2:** The student is making consistent and adequate progress **toward** achieving end-of-year standard/benchmark. At this point in time, the student is where they need to be so that by the end of the year, he/she will meet the end of year standard/benchmark.
- **Trimester 3:** Score of 3 reflects that the student is actually meeting the standard/benchmark.
  - Student demonstrates consistent application of skills
  - Student independently applies grade level standards and skills.

### 2 Partially Meets Standards

- **Trimester 1 and 2:** Student is making progress, but is below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** A score of 2 indicates that the student's actual achievement only partially meets the standard/benchmark.
  - Student needs assistance to use grade level standards and skills
  - Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
  - Student is progressing in understanding, however, the skills are not yet mastered

### 1 Does Not Meet Standards

- **Trimester 1 and 2:** Student may be making some progress, but is well below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** Score 1 indicates that the student's actual achievement is below the standard/benchmark.
  - Student needs continued support; may struggle even with assistance
  - Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level

## DESCRIPTORS FOR WORK HABITS AND BEHAVIORS

Students receive the following scores, separate from the subject areas, for work habits and behaviors.

- 3 demonstrates
- 2 occasionally demonstrates
- 1 has difficulty demonstrating

## MATH

### Grades 1 - 6

The math section of the Progress Report contains

- 3 Mathematical Thinking indicators
- Additional content indicators for the most important math concepts in the grade level

In each Progress Report, the first 3 indicators are Mathematical Thinking indicators. Please see them below:

#### 1. **Make sense of problems and perseveres in solving them.**

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

#### 2. **Clearly and precisely communicate mathematically thinking.**

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

#### 3. **Use mathematical strategies, models and tools appropriately.**

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

The content will be changing as the year progresses, but our practice/thinking expectations remain consistent. For example, when students have finished up units on multiplication and division of whole numbers, we will consider the first indicator to be

- *Makes sense of multiplication and division problems and perseveres in solving them.*

The next trimester students may have finished fractions. At that point, the first indicator is considered to be

- *Makes sense of fraction problems and perseveres in solving them.*

Below we have listed some of the Grade 4 math content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

**Standard: Multiplies whole numbers where the product is less than 144 fluently**

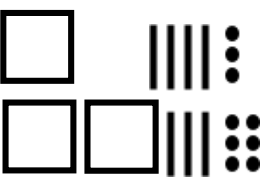

Students know their multiplication facts where the product is less than 144. Another way of saying that is they know their times tables up to 12 x 12. If they do not have them memorized, they have an efficient strategy for figuring them out.

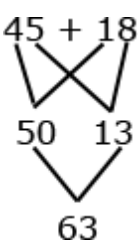
**Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic efficiently** Grade 4 builds off understandings introduced in 3<sup>rd</sup> grade.

Teachers will be looking for evidence such as:

- Students add and subtract multi-digit numbers.
- Students have flexibility in breaking numbers apart (decomposing numbers) and understand the importance of place value and the distributive property in multi-digit multiplication.

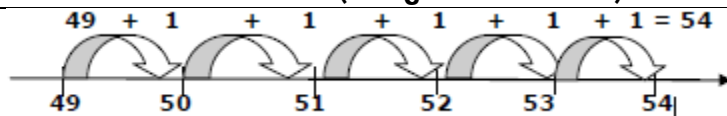
**Examples of Addition and Subtraction Strategies**

<b>143 + 236</b>	<b>28 +34</b>
 <p>Student counts the 100s (100, 200, 300) and then the 10s (310, 320, 330, 340, 350, 360, 370) and then the 1s (371, 372, 373, 374, 375, 376, 377, 378, 379).</p>	 <p>Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p>

<b>45 + 18</b>	<b>290 +140</b>
 <p>Student thinks: Four 10s and one 10 are 5 tens or 50. Then 5 and 8 is 5 + 5 + 3 (or 8 + 2 + 3) or 13. 50 and 13 is 6 tens plus 3 more or 63.</p>	<p>Student thinks: 290 is almost 300. I added ten to 290 to get to 300. 300 and 140 is 440. Since I added a ten to 290, I have to subtract a ten so the answer is 430.</p>

<b>There are 370 children at the theater. 230 more children show up. How many children are now at the theater?</b>	
<p>I used mental math. I started at 370 and counted 3 tens to get to 400. Then, I added 200 which is 2 hundreds, to land on 600. So, there are 600 people at the theater.</p>	<p>I used a number path. I started on 370. Then I broke up 230 into 200 and 30 in my head. Next, I added 3 tens to get to 400. I added 100 to get to 500 and 100 more to get to 600. So, there are 600 children at the theater.</p>

### 49 + 5 (using a number line)



### 674 + 258

#### Place Value Strategy:

I broke both 674 and 258 into hundreds, tens and ones. 6 hundreds plus 2 hundreds equals 800 hundreds. Then I added the tens. 7 tens plus 5 tens equals 12 tens or 120. That brings me to 920. Then I combined my ones, 4 plus 8 equals 12. 920 plus 10 plus 2 equals 932.

#### Counting On and Decomposing a Number Leading to a Ten/hundred:

I wanted to start with 674 and then break 258 apart. I started with 670 (I set 4 ones on the side to make a friendlier #) and counted on to my next hundred. 670 plus 30 gets me to 700. I then added 28 more to get to 728. I then added my 200 and got to 928. I then added the 4 ones from the original number to equal 932.

#### Commutative Property:

I broke 674 and 258 into hundreds, tens and ones so I had to add  $600+70+4+200+50+8$ . I added 600 and 200 first to get 800. Then I added 70 to get 870. Then I added 50 more to get to 920. Then 4 then 8. My answer is 932.

### 463 - 231

#### Relationship between Addition and Subtraction:

I broke apart both 463 and 231 into hundreds, tens, and ones. I know that 1 plus 2 equals 3, so I have 2 left in the ones place. I know that 3 plus 3 equals 6, so I have a 3 in my tens place. I know 2 plus 2 equals 4, so I have 4 left in the hundreds place. My answer has a 2 in the ones place, 3 in the tens place, and 2 in the hundreds place. So my answer is 232.

### Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic efficiently *continued*

Teachers will be looking for evidence such as:

- Students use base ten blocks, area models, partitioning, compensation strategies, etc. when multiplying whole numbers and use words and diagrams to explain their thinking.
- They use the terms factor and product when communicating their reasoning.
- Students use multiple strategies to develop fluency with multiplication and transfer that understanding to division.

#### Examples:

There are 25 dozen cookies in the bakery. What is the total number of cookies at the bakery?

Student 2  
 $25 \times 12$   
I broke 25 up into 5 groups of 5  
 $5 \times 12 = 60$   
I have 5 groups of 5 in 25  
 $60 \times 5 = 300$

Student 3  
 $25 \times 12$   
I doubled 25 and cut 12 in half to get  $50 \times 6 = 300$

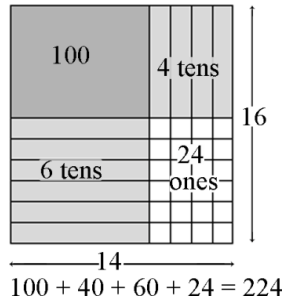
Student 1  
 $25 \times 12$   
I broke 12 up into 10 and 2  
 $25 \times 10 = 250$   
 $25 \times 2 = 50$   
 $250 + 50 = 300$

To illustrate  $154 \times 6$  students use base 10 blocks or use drawings to show 154 six times. Seeing 154 six times will lead them to understand the distributive property,

$$154 \times 6 = (100 + 50 + 4) \times 6 = (100 \times 6) + (50 \times 6) + (4 \times 6) = 600 + 300 + 24 = 924.$$

The area model shows the partial products.

$$14 \times 16 = 224$$



$$\begin{array}{r} 25 \\ \times 24 \\ \hline 400 \text{ (20 x 20)} \\ 100 \text{ (20 x 5)} \\ 80 \text{ (4 x 20)} \\ \underline{20 \text{ (4 x 5)}} \\ 600 \end{array}$$

$$\begin{array}{r} 25 \\ \times 24 \\ \hline 500 \text{ (20 x 25)} \\ \underline{100 \text{ (4 x 25)}} \\ 600 \end{array}$$

$$74 \times 38$$

	70	4	
30	$70 \times 30 = 2,100$	$4 \times 30 = 120$	
	$70 \times 8 = 560$	$4 \times 8 = 32$	$2,000 = 560 + 1,200 + 32 = 2,812$

A 4th grade teacher bought 4 new pencil boxes. She has 260 pencils. She wants to put the pencils in the boxes so that each box has the same number of pencils. How many pencils will there be in each box?

**Using Base 10 Blocks:** Students build 260 with base 10 blocks and distribute them into 4 equal groups. Some students may need to trade the 2 hundreds for tens but others may easily recognize that 200 divided by 4 is 50.

**Using Place Value:**  $260 \div 4 = (200 \div 4) + (60 \div 4)$

**Using Multiplication:**  $4 \times 50 = 200$ ,  $4 \times 10 = 40$ ,  $4 \times 5 = 20$ ;  $50 + 10 + 5 = 65$ ; so  $260 \div 4 = 65$

$$150 \div 6$$

a.  $150$        $150 \div 6 = 10 + 10 + 5 = 25$

$$\begin{array}{r} 150 \\ - 60 \text{ (6 x 10)} \\ \hline 90 \\ - 60 \text{ (6 x 10)} \\ \hline 30 \\ - 30 \text{ (6 x 5)} \\ \hline 0 \end{array}$$

b.  $150 \div 6 = (60 \div 6) + (60 \div 6) + (30 \div 6) = 10 + 10 + 5 = 25$

**Standard: Solves problems with fractions**


Teachers will be looking for evidence such as:

- Students decompose (break apart) the non-unit fraction into a combination of several unit fractions.  
Example:  $2/3 = 1/3 + 1/3$
- Students add and subtract fractions using a variety of strategies.
- Students multiply fractions by whole numbers using repeated addition.


**Examples:**

$1 \frac{1}{4} - \frac{3}{4} =$  $4/4 + 1/4 = 5/4$  $5/4 - 3/4 = 2/4$ or $1/2$	<p>Mary and Lacey decide to share a pizza. Mary ate <math>3/6</math> and Lacey ate <math>2/6</math> of the pizza. How much of the pizza did the girls eat together?</p> <p>Solution: The amount of pizza Mary ate can be thought of a <math>3/6</math> or <math>1/6</math> and <math>1/6</math> and <math>1/6</math>. The amount of pizza Lacey ate can be thought of a <math>1/6</math> and <math>1/6</math>. The total amount of pizza they ate is <math>1/6 + 1/6 + 1/6 + 1/6 + 1/6</math> or <math>5/6</math> of the whole pizza.</p>
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While solving the problem  $3 \frac{3}{4} = 2 \frac{1}{4}$  students could do the following:



Student 1  
 $3 + 2 = 5$  and  $3/4 + 1/4 = 1$  so  
 $5 + 1 = 6$



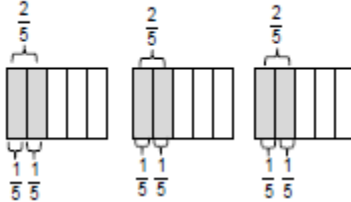
Student 2  
 $3 \times 3/4 + 2 = 5 \times 3/4 + 1/4 = 6$



Student 3  
 $3 \times 3/4 = 1 \frac{5}{4}$  and  $2 \times 1/4 = 9/4$  so  
 $15/4 + 9/4 = 24/4 = 6$

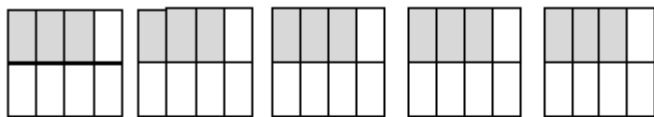
**Examples:**

- $3 \times (2/5) = 6 \times (1/5) = 6/5$



If each person at a party eats  $3/8$  of a pound of roast beef, and there are 5 people at the party, how many pounds of roast beef are needed? Between which two whole numbers does your answer lie?

A student may build a fraction model to represent this problem:



$3/8 + 3/8 + 3/8 + 3/8 + 3/8 = 15/8 = 1 \frac{7}{8}$