



# Fourth Grade

**Parent Guide for  
Student Expectations  
2008-2009**

**Fourth Grade Standards-Based Report Card  
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The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

<b>Key to Academic Achievement</b>			
<b>3</b> Consistently and independently achieves the standard	<b>2</b> Progressing toward achievement of the standard	<b>1</b> Limited or minimum progress toward achievement of the standard	<b>X / ■</b> Not assessed at the time

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

<b>Key to Initiative and Work Habits and Special Areas</b>		
<b>S</b> <b>SUCCESSFUL</b> Student displays appropriate learner behaviors for kindergarten	<b>P</b> <b>PROGRESSING</b> Student behavior improving, but not yet displaying satisfactory behaviors	<b>N</b> <b>NEEDS IMPROVEMENT</b> Student does not display behaviors that lead to successful learning

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008  
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009  
Fourth Quarter: May 29, 2009

## The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently and independently:

Reading	Q1	Q2	Q3	Q4
Reads and understands vocabulary in context	Understands and acquires new vocabulary and uses it correctly in reading and writing at the Fourth Grade level.	Skills from Q1 including new words into oral and written language, meaning of unknown words using context, meaning of common root words to determine meaning of unfamiliar words, and recognizes words with multiple meanings.	Understands and acquires new vocabulary and uses it correctly in reading and writing at the Fourth Grade level; to include word parts from other languages adopted into the English Language, knowledge of letter sounds and segmentation, and homophones.	
Demonstrates comprehension of literary text	Demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary texts.			
Demonstrates comprehension of informational text	Reads and comprehends and shows evidence of a warranted and responsible explanation of a variety of informational texts.			
Reads fluently applying oral reading strategies	And accurately reads orally within the range of 95% using decoding, cueing, and self correction to demonstrate fluency.			
Consistently reads towards 25 book goal or 1,000,000 words cross curricular.	Reads grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors...			
	6 or more	12 or more	19 or more	25 or more
Writing	Q1	Q2	Q3	Q4
Uses the writing process	Uses the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).			
<b>Ideas:</b> Establishes a focus and develops main points	Produces a piece of writing that captures a reader's interest by setting a purpose and developing a point of view appropriate to the genre and supports with evidence from the text when appropriate.			
<b>Organization:</b> Structure is clear and appropriate	Creates and uses traditional structures for conveying information appropriate to a specific purpose, audience, and context (e.g. chronological order, cause and effect, similarities and differences, and posing and answering a question).			
<b>Style:</b> Uses interesting language to capture the reader's interest	Produces writing that engages reader's interest through sensory details, concrete language, word choice, speaker's voice, and use of literary elements appropriate to genre.			
<b>Mechanics:</b> Uses appropriate mechanics	Uses appropriate mechanics when writing, revising, and editing (capitalization, correct sentence structure and spelling, apostrophes, quotation marks, commas, paragraph indentations, elimination of sentence fragments & run-ons).			
Identifies and uses appropriate parts of speech	Identifies and uses appropriate parts of speech when writing...			
	(nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections).	(nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections, verb phrases & tenses, function of word according to position in sentence).		
Applies the rules of sentence structure	Applies the rules of sentence structure (use of modifiers, revision, declarative, interrogative, imperative, exclamatory, functional fragments, order, complexity, multiple word performance).			
Applies spelling across the curriculum	Applies correct spelling when writing across the curriculum.			
Research	Q1	Q2	Q3	Q4
Uses basic computer skills to support writing	Uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, passwords, menus, word search, thesaurus, spell check).			
Uses reference materials in reading and writing	Acknowledges information from sources and uses reference materials in reading and writing (citations, end notes, bibliographic references, appendices, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers, features of text).			
Listening, Speaking and Viewing	Q1	Q2	Q3	Q4
Uses oral and visual strategies to communicate	Uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling).			

In order to receive a score of 3, a student consistently and independently:

Number and Operations	Q1	Q2	Q3	Q4
Identifies place value	Identifies place value from hundredths through one million.			
Represents numbers in various ways	Equates a number's word name, its standard form, and its expanded form.			
Rounds whole numbers and decimal fractions	Rounds whole numbers to the nearest ten, hundred, or thousand, and decimal fractions to the nearest whole number and uses rounding when appropriate to estimate sums and differences.			
Demonstrates fluency with division facts	NOT ASSESSED THIS QUARTER	Knows the division facts with understanding and fluency.		
Solves problems involving multiplication	NOT ASSESSED THIS QUARTER	Solves problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.		
Solves problems involving division	NOT ASSESSED THIS QUARTER	Solves problems involving division by a 2-digit number and understands the relationship between the dividend, divisor, quotient and remainder.		
Orders decimal fractions	NOT ASSESSED THIS QUARTER			Understands and orders decimal fractions.
Adds and subtracts one- and two-digit decimal fractions	NOT ASSESSED THIS QUARTER			Adds and subtracts one- and two-digit decimal fractions.
Models, multiplies and divides one- and two-digit decimal fractions by whole numbers	NOT ASSESSED THIS QUARTER			Models multiplication and division of decimal fractions by whole numbers and multiplies and divides one- and two-digit decimal fractions by whole numbers.
Uses mixed numbers and improper fractions interchangeably	NOT ASSESSED THIS QUARTER			Converts and uses mixed numbers and improper fractions interchangeably.
Adds and subtracts fractions with like denominators	NOT ASSESSED THIS QUARTER			Understands simple equivalent fractions and adds and subtracts fractions and mixed numbers with common denominators.
Uses a variety of properties and strategies to solve problems	NOT ASSESSED THIS QUARTER	Describes situations in which the four operations may be used, computing using the order of operations, the properties, mental math, and estimation strategies.		
Measurement	Q1	Q2	Q3	Q4
Measures and compares weight using standard and metric units	NOT ASSESSED THIS QUARTER		Uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement.	
Measures angles using various tools and methods	NOT ASSESSED THIS QUARTER		Uses tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles.	
Understands half rotation and full rotation	NOT ASSESSED THIS QUARTER		Understands half and full rotations.	
Geometry	Q1	Q2	Q3	Q4
Classifies triangles by their angles	NOT ASSESSED THIS QUARTER		Examines and compares angles in order to classify and identify triangles by their angles.	
Describes parallel & perpendicular lines in plane figures and solids	NOT ASSESSED THIS QUARTER		Describes parallel and perpendicular lines in plane geometric figures and rectangular prisms.	
Classifies, compares and contrasts quadrilaterals	NOT ASSESSED THIS QUARTER		Examines, classifies, compares and contrasts quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	
Compare/contrast solid figures and construct models to represent them	NOT ASSESSED THIS QUARTER		Constructs models of solid figures and compares/contrasts solid figures.	
Graphs and locates ordered pairs	NOT ASSESSED THIS QUARTER		Understands, applies, locates, names, and graphs points and ordered pairs in the first quadrant of the coordinate system.	

In order to receive a score of 3, a student consistently and independently:

<b>Algebra</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Describes relationships with patterns and rules	Understands and applies patterns and rules to describe relationships and solve problems.			
Represents unknowns using symbols	Represents unknowns using symbols.			
Writes and evaluates mathematical expressions	Writes and evaluates mathematical expressions using symbols and different values.			
<b>Data Analysis</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Represents data in bar, line, and pictographs and investigates features and tendencies of graphs	Represents data in bar, line and pictographs and investigates features and tendencies of graphs.			
Compares different graphs for a given set of data, identifying missing and duplicated information	Compares different graphs for a given set of data, identifying missing and duplicated information.			
<b>Process Skills</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Uses mathematical language to express, connect ideas, record and solve problems	Solves problems in math and other content areas, expresses ideas using precise mathematical language, understands how mathematical ideas connect and applies mathematical ideas in other areas, records mathematical ideas with pictures, words, models, and symbols.			
<b>Earth Science</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Explains and investigates how states of water are related to the water cycle and weather precipitation	<b>NOT ASSESSED THIS QUARTER</b>	Understands the states of water and the temperatures at which water changes, and can explain the water cycle and the different forms of precipitation and sky conditions as well as how clouds are formed.		
Models and explains the movement of the earth and moon in relation to seasonal changes and moon phases	<b>NOT ASSESSED THIS QUARTER</b>	Explains the day and night cycle of the earth, the sequence of moon phases; demonstrates how the Earth's revolution and tilt influence seasonal changes.		
Demonstrates size and order of the planets	<b>NOT ASSESSED THIS QUARTER</b>	Organizes the planets by size and order in relation in relationship to the sun.		
Collects and analyzes weather data to predict weather patterns and seasonal changes	<b>NOT ASSESSED THIS QUARTER</b>	Identifies weather instruments and their use; interprets a weather map and predicts weather patterns; and differentiates between weather and climate.		
Explains planetary, lunar, and stellar attributes	<b>NOT ASSESSED THIS QUARTER</b>	Compares and contrasts celestial bodies (stars and planets) as to number, size, appearance, patterns (constellations) and movement. Explains how technology helps in observing these objects.		
<b>Physical Science</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Demonstrates how applied forces cause changes in the speed and motion of objects	<b>NOT ASSESSED THIS QUARTER</b>		Explains what happens to the speed or direction of an object when a greater force than the initial one is applied.	
Identifies and explains the uses of simple machines	<b>NOT ASSESSED THIS QUARTER</b>		Uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily.	
Investigates nature of light using mirrors, lenses and prisms	<b>NOT ASSESSED THIS QUARTER</b>			Explains reflection, differentiates between convex and concave lenses, and investigates the nature of light using different materials.
Demonstrates how sound is produced and pitch changes	<b>NOT ASSESSED THIS QUARTER</b>			Understands how sound is produced and recognizes the conditions that cause pitch to vary.
<b>Life Science</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Identifies the roles of organisms and the flow of energy in an ecosystem.	Identifies the roles of producers, consumers, and decomposers and demonstrates the flow of energy through a food web/food chain.			

In order to receive a score of 3, a student consistently and independently:

Predicts how changes in an environment or population can affect an ecosystem.	Predicts how an ecosystem would be affected by changes in light, temperature, soil composition, nutrients and water, number of organisms, and an increase or decrease in producers and /or consumers.			
Identifies factors that affect the survival or extinction of organisms in an ecosystem.	Identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.			
<b>Health</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Demonstrates healthy living	Identifies and practices positive conflict resolution through effective communication skills as well as recognizes consequences of individual behavior.	Demonstrates an understanding of the effects of alcohol, tobacco, and other drugs on the body; recognizes digestive diseases/illnesses and identifies the parts of the digestive system.	Demonstrates an understanding of the importance of personal health as it relates to a person's well being.	Demonstrates understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.
Demonstrates personal safety	Identifies threats to personal safety and available local support system.			Demonstrates an understanding of safety and responsibility as it relates to personal self.
<b>Historical Understandings</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Describes development of early Native American cultures	Describes the development of early Native American cultures such as locating where the American Indians settled and describing how the American Indians used their environment to obtain food, clothing, and shelter.			
Describes European exploration in North America	Describes European exploration in North America such as reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier and examples of cooperation/conflict between Europeans and Native Americans.			
Explains factors shaping British colonial America	<b>NOT ASSESSED THIS QUARTER</b>	Explains factors shaping British colonial America - not to be limited to comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies and describing colonial life in America as experienced by various people to include: large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.		
Explains causes, events, and results of American Revolution	<b>NOT ASSESSED THIS QUARTER</b>	Explains causes, events, and results of the American Revolution including the Revolutionary movement, the Declaration of Independence, factors leading to American victory and British defeat.		
Analyzes challenges faced by new nation	<b>NOT ASSESSED THIS QUARTER</b>	Analyzes challenges faced by the new nation such as weaknesses of the government established by the Articles of Confederation; major Issues: rights of states, Great Compromise, slavery; and the Bill of Rights, and causes of War of 1812.		
Explains westward expansion	<b>NOT ASSESSED THIS QUARTER</b>			Explains Westward Expansion including territorial expansion and steamboat, steam locomotive, and the telegraph of life in America.
Examines main ideas of abolitionist/suffrage movements	<b>NOT ASSESSED THIS QUARTER</b>			Examines main ideas of abolitionist and suffrage movements including Harriet Tubman, Elizabeth Cady Stanton, and Sojourner Truth.
<b>Geographical Understandings</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Locates physical and man-made features in U.S.	Locates physical and man-made features in the U.S. such as Atlantic Coastal Plain, Great Plains, Continental Divide, Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes, New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.			
Describes how physical systems affect human systems	Describes how physical systems affect human systems such as why each Native American group occupied the areas they did, how the physical geography helped determine which each colony's economic activities, how American and British forces tried to use the physical geography of each battle site to its benefit and how physical barriers and gateways affected territorial expansion.			

In order to receive a score of 3, a student consistently and independently:

Civic Understandings	Q1	Q2	Q3	Q4
Describes meaning of natural rights, popular sovereignty and the federal system of government	<b>NOT ASSESSED THIS QUARTER</b>	Describes meaning of natural rights, popular sovereignty and the federal system of government including the Declaration of Independence, the Preamble to the U.S. Constitution and federalism.		
Explains importance of freedom of expression	<b>NOT ASSESSED THIS QUARTER</b>		Explains the importance of freedom of expression as written in the First Amendment of the U.S. Constitution.	
Describes functions of government	<b>NOT ASSESSED THIS QUARTER</b>		Describes functions of government including making/enforcing laws, managing conflicts/protecting rights, providing for nation's defense, limiting power of people in authority, and fiscal responsibility.	
Explains importance of sharing democratic beliefs and principles	<b>NOT ASSESSED THIS QUARTER</b>			Explains the importance of sharing beliefs and principles including respecting the rights of others, promoting the common good, obeying laws/rules, and participating in public life in a democratic society.
Names positive character traits of key historic figures	Names positive character traits of key historic figures such as honesty, patriotism, courage, trustworthiness.			
Economics	Q1	Q2	Q3	Q4
Uses basic economic concepts to illustrate historical events	Uses basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events including but not limited to: expeditions to the New World, prehistoric and colonial trade in North America, and technological advancements and their impact on business productivity during the development of the U.S.			
Identifies elements of a personal budget	<b>NOT ASSESSED THIS QUARTER</b>			Identifies the elements of a personal budget including understanding the importance of spending and saving decisions.

## NOTES