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| **Blair-Taylor Elementary**  **& SoSET Charter Schools Report Card** |

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| ***Standards-Based Report Card Meets Common Core State Standards*** |
| |  |  |  | | --- | --- | --- | | The report card is a tool that helps us communicate how well a child is learning the standards that are being taught.  Blair-Taylor Elementary School and SoSET Charter schools use a **Standards-Based Report Card** to communicate how well students are learning specific learning outcomes related to standards. In this type of report card, there is no single “grade” for a subject, like reading, as is traditionally generated by [averaging](http://www.sumner.wednet.edu/studentfamilyservices/academics/pdf/evaluatinggradingpractices.pdf) or combining multiple scores across the duration of a grading period. Unlike traditional grade reports, standards-based grading measures students’ knowledge of grade-level content by reporting the most recent, consistent level of performance.  Students learn and grow at different paces. Therefore, if a child learns at a different pace than others, he or she is not penalized in a standards-based grading system by lower scores in the beginning of the year, which is what happens when grades are averaged. The important thing is not how fast a child learns a new concept but rather that he or she did learn it. | Standards-based grading allows students, parents and teachers to all have the same information about what a child has learned and what he or she needs to learn.  The Standards-Based Report Card includes information about how a child is performing on a given set of standards. Most states in the country, including Wisconsin, adopted a set of standards for both language arts and mathematics known as the **Common Core State Standards**. They define what children need to know and be able to do at the end of each grade level in order to be ready for a career or for college by the time they graduate from high school.  For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.  Blair-Taylor Elementary and SoSET Charter School report cards include all of the Common Core State Standards at each grade level. Because these are end-of-the-year learning objectives, not all the standards will be assessed in the beginning of the year as children are just being introduce to the skills. | Teachers will assess and give feedback on a child’s degree of mastery of the standards that have been taught. They will continue to work with children throughout the year to help all children master all standards. Parents are encouraged to talk to their child’s teacher regarding any skills that have been reported but not mastered to help their child master all skills by the end of the year and be ready for the following school year.    Beginning in the 2014-15 school year, a new assessment tool will be used to evaluate how well students are acquiring the learning targets identified in the Common Core State Standards. It is called **Smarter Balanced** assessment and will replace the current WKCE assessment. It will measure current student achievement and growth across time, showing progress toward college and career readiness.  <http://www.smarterbalanced.org/parents-students/> | |

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| **I Can Learn!** | **Show What I Know** |
| |  |  | | --- | --- | | Direct communication with your child’s teacher is the best way to learn what your child knows and what he or she need to learn. In addition to receiving information about your child’s learning by talking to the teacher, we have designed a report card that we hope will provide you with detailed information about your child’s learning and give you a tool you can use to help you talk to your child about his or her learning. | To help clarify the learning required for each standard, the report card uses “I Can Statements.” For example, for the kindergarten math standard “Counts to 100 by tens and ones,” there are two “I Can Statements” - “I can count to 100 by ones” and “I can count to 100 by tens.” The letters and numbers that follow the “I Can Statements” on the report card indicate the standard from which the statement was written. The standard noted above is standard K.CC.1 - Kindergarten, Counting and Cardinality, first standard. | | |  | | --- | | The degree to which a child has mastered each standard or “I Can Statement” is indicated through the following child and parent-friendly scale:  Y = **Yes**, I can do this skill all or most of the time.  IP = **In progress,** I am working on mastering this skill.    N = **Not yet**, I am performing at a beginning or introductory level on this skill. | |

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| **Learning Fun at Home** |
| Below are some ideas for things you can do with your child at home to help him or her learn and grow. Please talk to your child’s teacher about other, more specific activities you can do at home to help your child learn things that are challenging for him or her. |
| |  | | --- | | 1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.  2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.  3. Ask your child to think about what the main message of a story may be or what big ideas he or she learned from an informational book or article.  4. Look for opportunities in everyday places to build your child’s vocabulary. Provide information and/or illustrations about that term or concept.  5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries, including the Blair and Taylor libraries, have book clubs and family activities that make reading fun for the entire family.  6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The IPad will help with words the student cannot read independently. | |

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| **What Students are Expected to Know and be Able to do by the End of**  **4th Grade** |
| Below are the learning objectives written as “I Can Statements” that your child needs to know and be able to do by the end of the school year. The state adopted Common Core State Standards have given us direction for the English/language arts and mathematics standards. State standards in all other areas have guided the development of “I Can Statements” for those areas. **To view the complete standards, go to http://standards.dpi.wi.gov/.** |
| |  |  | | --- | --- | | **English/Language Arts**  I work hard to learn to read and write.  I can explain a story by referring to details and examples in the text. RL.4.1  I can make conclusions about an author?s meaning by thinking about the details and examples in the text (drawing conclusions). RL.4.1  I can figure out the theme of a piece of fiction by thinking about the details in the text. RL.4.2  I can summarize a piece of fiction in my own words. RL.4.2  I can use specific details in a story to help me describe a character, setting or event in the story. RL.4.3  I can figure out the meanings of words and phrases an author uses. RL.4.4  I can understand words that may be derived from characters found in mythology (e.g., Herculean). RL.4.4  I can write and talk about the differences between poems, plays and fictional stories. RL.4.5  I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction. RL.4.5  I can compare and contrast different stories by thinking about the different points of view. RL.4.6  I can tell the difference between first- and third- person narrators. RL.4.6  I can make connections between a written text and a dramatic interpretation of the same text. RL.4.7  I can compare and contrast similar themes and events in stories, myths and traditional literature from different cultures. RL.4.9  I can read and understand fourth grade fiction. RI.4.10  I can explain what a piece of nonfiction teaches me by referring to details and examples in the text. RI.4.1  I can figure out the main idea in nonfiction by thinking about the details in the text. RI.4.2  I can summarize a piece of nonfiction in my own words. RI.4.2  I can explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented. RI.4.3  I can research and use what I have experienced to gather information. W.4.8  I can take notes to help me organize the research in my writing. W.4.8  I can provide a list of sources that I used for gathering information. W.4.8  I can gather evidence from all my reading to support my writing. W.4.9  I can write on a regular basis with stamina for different tasks, purposes, and audiences. W.4.10  I can effectively participate in different types of discussions and with different people. SL.4.1  I can build on others' ideas and express my own ideas clearly. SL.4.1  I can come to discussions prepared to participate because I have studied appropriate materials. SL.4.1  I can use my preparation to explore new ideas about a topic during a discussion. SL.4.1  I can follow agreed-upon rules for discussion and carry out my assigned role. SL.4.1  I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks. SL.4.1  I can think about what is discussed and explain any new thinking that I have. SL.4.1  I can paraphrase text read aloud or information presented to me. SL.4.2  I can identify the reasons a speaker gives to support his/her points. SL.4.3  I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea. SL.4.4  I can speak clearly and at an understandable pace. SL.4.4  I can create engaging audio recordings or visual displays to help me show main ideas or themes when necessary. SL.4.5  I can figure out when to use standard formal English and when I can use informal English. SL.4.6  I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I speak or write. L.4.1  I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking). L.4.1  I can use auxiliary words to show different conditions (e.g., can, may, must). L.4.1  I can correctly order adjectives within sentences according to conventional standard English. L.4.1  I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I speak or write. L.4.1  I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking). L.4.1  I can use auxiliary words to show different conditions (e.g., can, may, must). L.4.1 | I can understand the meanings of words and phrases in fourth grade science and social studies texts. RI.4.4  I can describe how various forms of nonfiction are structured (e.g., time order, comparison, cause & effect or problem & solution). RI.4.5  I can compare and contrast a firsthand and secondhand account of the same event or topic. RI.4.6  I can interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction. RI.4.7  I can explain how an author uses reasons and evidence to support particular points in a text. RI.4.8  I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic. RI.4.9  I can read and understand fourth grade nonfiction. RI.4.10  I can analyze words and use phonics to help me read fourth grade words. RF.4.3  I can read and understand root words that also have prefixes or suffixes. RF.4.3  I can read unfamiliar words that have more than one syllable. RF.4.3  I can read with the fluency and accuracy it takes to understand fourth grade texts. RF.4.4  I can use context to check my understanding of fourth grade text, and reread if necessary. RF.4.4  I can use my point of view with reasons to share my opinion. W.4.1  I can clearly write to inform and to explain my ideas. W.4.2  I can write stories using a clear sequence of events and descriptive details. W.4.3  I can produce clear, developed and organized writing. W.4.4  I can write for different purposes, audiences and topics. W.4.4  I can plan, revise and edit my writing with the help of peers and adults. W.4.5  I can use technology to create pieces of writing and to interact and share ideas with others. W.4.6  I can use appropriate keyboarding skills to type one page of my writing at a time, in a single sitting. W.4.6  I can conduct short research projects to help me learn about topics. W.4.7  I can correctly order adjectives within sentences according to conventional standard English. L.4.1  I can correctly write and use prepositional phrases. L.4.1  I can write complete sentences. L.4.1  I can recognize inappropriate sentence fragments and run on sentences. L.4.1  I can correctly use frequently confused words (e.g., to, too, two; their & there). L.4.1  I can correctly use capitalization in all of my writing. L.4.2  I can use commas and quotation marks appropriately in dialogue. L.4.2  I can correctly use a comma and conjunction when connecting two simple sentences. L.4.2  I can use an appropriate reference to help me spell fourth grade words. L.4.2  I can choose interesting words and phrases to help others understand my ideas better. L.4.3  I can choose various punctuation to help me convey different moods L.4.3  I can figure out when I need to use formal speech and when I can use informal speech. L.4.3  I can determine the meanings of unknown multiple-meaning words by using context clues. L.4.4  I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. L.4.4  I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases. L.4.4  I can understand figurative language, word relationships and small shades of differences in word meanings. L.4.5  I can explain the meaning of simple similes and metaphors in context. L.4.5  I can recognize and explain the meaning of common idioms, adages and proverbs. L.4.5  I can understand words by relating them to their antonyms and synonyms. L.4.5  I can figure out and use fourth grade words that show specific actions, emotions or states of being. L.4.6  I can figure out and use fourth grade words that are centered around a specific topic. L.4.6 | |

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| |  |  | | --- | --- | | **Mathematics**  I work hard to learn math.  I can understand that multiplication fact problems can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4). 4.OA.1  I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number. 4.OA.2  I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers. 4.OA.3  I can represent word problems by using equations with a letter standing for the unknown number. 4.OA.3  I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding. 4.OA.3  I can find all factor pairs for a number from 1 to 100. 4.OA.4  I can determine whether a given whole number up to 100 is a prime or composite number. 4.OA.4  I can create a number or shape pattern that follows a given rule. 4.OA.5  I can notice different features of a pattern once it is created by a rule. 4.OA.5  I can recognize that in multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.1  I can read and write larger whole numbers using numerals, words and in expanded form. 4.NBT.2  I can compare two large numbers using symbols to show the comparison. 4.NBT.2  I can round large whole numbers to any place. 4.NBT.3  I can add and subtract large numbers. 4.NBT.4  I can multiply a whole number up to four digits by a one-digit whole number. 4.NBT.5  I can multiply two two-digit numbers. 4.NBT.5  I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. 4.NBT.6  I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction. 4.NF.1  I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. 4.NF.2  I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. 4.NF.2  I can compare fractions using symbols and justify the comparison by using models. 4.NF.2  I can understand that improper fractions have a greater numerator than denominator. 4.NF.3 | I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3  I can decompose a fraction into a sum of fractions with the same denominator. 4.NF.3  I can add and subtract mixed numbers with like denominators. 4.NF.3  I can solve word problems involving addition and subtraction of fractions with like denominators. 4.NF.3  I can multiply a fraction by a whole number. 4.NF.4  I can solve word problems involving multiplication of a fraction by a whole number. 4.NF.4  I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions. 4.NF.5  I can use decimals to show fractions with denominators of 10 and 100. 4.NF.6  I can compare two decimals to hundredths by reasoning about their size. 4.NF.7  I can show that I know the relative size of measurement units within a single system. 4.MD.1  I can show the measurements of a larger unit in terms of smaller units and record these in a table. 4.MD.1  I can use the four operations (+, -, x, ?) to solve word problems involving measurement; including simple fractions and decimals. 4.MD.2  I can use what I know about area and perimeter to solve real world problems involving rectangles. 4.MD.3  I can make a line plot to show measurements involving fractions. 4.MD.4  I can solve problems involving addition and subtraction of fractions by using information presented in line plots. 4.MD.4  I can recognize angles as geometric shapes where two rays share a common endpoint. 4.MD.5  I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays. 4.MD.5  I can use a protractor to measure angles in whole-number degrees. 4.MD.6  I can solve addition and subtraction problems involving angles. 4.MD.7  I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines. 4.G.1  I can classify two-dimensional shapes based on what I know about their geometrical attributes. 4.G.2  I can recognize and identify right triangles. 4.G.2  I can recognize and draw lines of symmetry. 4.G.3 | |

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| |  |  | | --- | --- | | **Science**  I work hard to learn science.  I can demonstrate understanding of science concepts.  I can demonstrate knowledge of concepts and vocabulary about the human body.  I can demonstrate knowledge of concepts and vocabulary about metric measurement.  I can demonstrate knowledge of concepts and vocabulary about rocks and minerals.  I can demonstrate knowledge of concepts and vocabulary about magnetism and electricity. | **Social Studies**  I work hard to learn social studies.  I can demonstrate understanding of social studies concepts.  I can demonstrate understanding of the three branches of government in Wisconsin.  I can demonstrate map skills appropriate for my grade level. | |

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| **Art** |  |
| |  | | --- | | I can identify the three directional lines; horizontal, vertical, diagonal.  I can create many different types of line, including contour lines.  I can create a works of art by looking at nature as a visual resource. (C.4.5)  I can show personal responsibility for learning and creative process. (C.4.10)  I can use thumbnail sketches to experiment and start developing visual ideas. (C.8.5)  I can create and identify many different types of pattern.  I can use tools used in art effectively for grade level, such as; scissors, glue, pencil, crayon, paint, and other types of art mediums.  I can return things to where they belong when I'm done using them.  I can clean up after myself when I make a mess. | | |  | | --- | |  | |

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| **Music** |  |
| |  | | --- | | I can identify musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can demonstrate musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can identify rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can demonstrate rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can identify form including phrase form, section form, and composite form appropriate for my grade level.  I can demonstrate form including phrase form, section form, and composite form appropriate for my grade level. | | |  | | --- | | I can identify melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can demonstrate melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can identify timbre including environmental, vocal, instrumental, and electronic appropriate for my grade level.  I can demonstrate timbre including environmental, vocal, instrumental and electronic appropriate for my grade level  I can identify texture and harmony appropriate for my grade level.  I can demonstrate texture and harmony appropriate for my grade level.  I can participate and follow music class expectations. | |

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| **Physical Education** |
| |  | | --- | | I can jump at a grade appropriate level. (Standard 1.A.1)  I can throw overhand at a grade appropriate level. (Standard 1.A.2)  I can track and catch an object at a grade appropriate level. (Standard 1.A.1)  I can strike an object using hands at a grade appropriate level. (Standard 1.A.1)  I can strike an object using feet at a grade appropriate level. (Standard 1.A.1)  I can strike an object using an implement at a grade appropriate level. (Standard 1.A.1)  I can balance with control at a grade appropriate level. (Standard 1.A.5, 1.A.6)  I can perform a series of skills at a grade appropriate level. (Standard 1.B.1, 1.B.2)  I can hit a moving target at a grade appropriate level. (Standard 1.B.3)  I can understand and explain the skills I am learning at a grade appropriate level. (Standard 2)  I willingly participate in regular physical activity at a grade appropriate level. (Standards 3, 4, 6)  I can participate safely at a grade appropriate level. (Standard 5)  I can follow rules at a grade appropriate level. (Standard 5)  I can follow procedures at a grade appropriate level. (Standard 5)  I can cooperate and be respectful at a grade appropriate level. (Standard 5) | |

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| **Work Habits** |  |
| |  | | --- | | I can respect the rights of others.  I can respect property.  I can follow directions.  I can demonstrate responsibility.  I can work well with others. | | |  | | --- | | I can organize myself, my materials, and my work space.  I can complete work neatly and legibly.  I can complete work on time.  I can use time wisely. | |

