

Why are the California Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step – a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics for Fourth Graders.

In Mathematics:

- Doing arithmetic and solving word problems with multi-digit numbers
- Doing arithmetic and solving word problems with fractions
- Graphing points on a coordinate plane

In English Language Arts:

- Comprehending a range of grade-level stories, poems, and informational texts such as biographies, articles, or guidebooks about history, science, or the arts
- Building understanding of relationships between words and nuances in word meanings—synonyms, antonyms, idioms—and using this knowledge to convey ideas precisely
- Ask to see a sample of your child's written work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area?

Source: National PTA Resources, www.pta.org

What can I do to help my Child?

Attendance—In order to be evaluated accurately and to make progress, your child needs to attend school EVERY day, on time.

Homework Help— Teachers teach every day in the classroom. They assign homework to help support/supplement the lessons they teach. Your support at home in checking assignments and student planners directly supports your child's learning.

Communicate— Your child's teacher wants to partner with you to help your child succeed. Communicating with your child's school is very important.

Persistence— In today's classroom, students are taught that it is okay to make mistakes and how to learn from them. They will often wrestle with problems and need the skills to stick with it. Please help your child build an attitude of persistence.

Think Deeply and Show How They Know— The California Standards emphasize critical thinking. They require students to analyze more, discuss more, evaluate more, justify more, and always ask, "Why" questions. They emphasize proof and evidence. Learning goes well beyond worksheets. At home you can help support this learning by asking your child to explain what they know and how they know something.

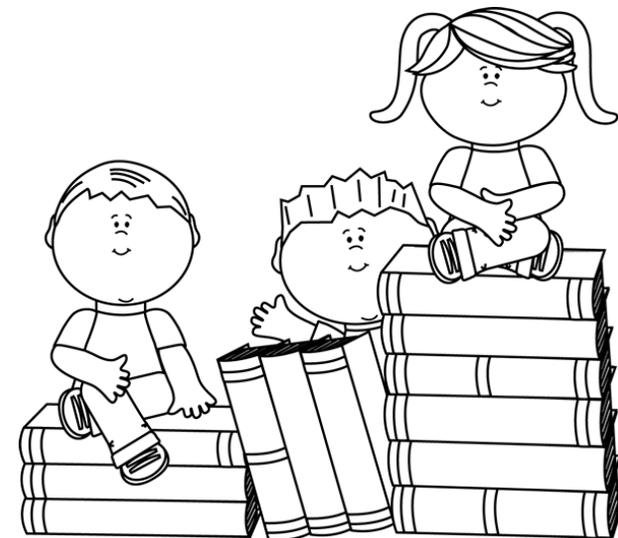
Integrate Learning— The California Standards emphasize learning across disciplines. You can help support this learning by explaining and discussing problems in your house, neighborhood, and community. Help your child see that learning and solving problems does not occur in isolated subject areas.

Hemet Unified School District



Grade Four

Parent Guide to California Standards Grading & Quarterly Report to Parents



This Report is for you...

This report card communicates your child's progress toward mastering the California Standards in reading, writing, speaking and listening, language, and mathematics, as well as progress in additional subject areas and responsibility for learning and behavior.

You are encouraged to discuss this report card with your child. Please review your child's accomplishments and areas needing improvement that are noted on the report. Recognizing and celebrating your child's progress is so important. Make sure to always make a plan on how to work together to improve.

Communication with your child's teacher can help you build a plan together.

Teachers issue a report to parents at the end of every quarter. A parent/teacher conference for every student is scheduled in the first quarter. An additional conference may be held in the spring, as needed. Teachers and parents may request to schedule additional meetings at any time.

Everyone in the Hemet Unified School District believes ALL children can perform at high levels. It is important that you work with us in helping your child succeed.

How do I read my child's report card grades?

Content Area → Reading

| | Q.1 | Q.2 | Q.3 | Q.4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| Reading Foundational Skills | | | | |
| <ul style="list-style-type: none"> Know and apply grade-level phonics and word skills in decoding words. Read with sufficient accuracy and fluency to support comprehension. | | | | |
| Reading For Literature | | | | |
| <ul style="list-style-type: none"> Refer to details and examples to explain and draw inferences. Find the theme of a story, drama, or poem from details and summarize. Describe in depth a character, setting or event. Determine the meaning of words and phrases as they are used in a text. Explain major differences between poems, drama and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. Compare and contrast the point of view from which different stories are narrated Make connections between the text of a story or drama and a visual or oral presentation of the text. Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. Read and comprehend text in the 4-5 complexity band. | | | | |

Domains → Reading Foundational Skills, Reading For Literature

Standards → Reading Foundational Skills, Reading For Literature

| Learner Behaviors | Grade |
|--------------------------------------------------------------------------------------|-------|
| Consistently -The student consistently meets and regularly exceeds behavioral | C |
| Satisfactory - The student regularly meets behavioral expectations. | S |
| Needs Improvement -The student does not meet behavioral expectations. | N |



| Explanation of Marks | Grade |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Advanced: Student performance in a cluster of standards for the reporting period consistently excels in grade-level expectation as demonstrated by a body of evidence that <u>shows depth of understanding and flexible application of grade level concepts</u> as determined by formal, informal, oral, and /or written assessments, and teacher observation | 4 |
| Proficient: Student performance in a cluster of standards for the reporting period consistently meets grade-level expectations as demonstrated by a body of evidence that <u>shows independent understanding and application of grade level concepts</u> as determined by formal, informal, oral, and/or written assessments, and teacher observation. | 3 |
| Approaching: Student performance in a cluster of standards for the reporting period is just below grade-level expectations as demonstrated by a body of evidence that <u>shows partial/inconsistent understanding and application of grade level concepts</u> as determined by formal, informal, oral, and/or written assessments, and teacher observation. | 2 |
| Minimal: Student performance in a cluster of standards for the reporting period is far below grade-level expectations as demonstrated by a body of evidence that shows limited understanding and application of grade level concepts as determined by formal, informal, oral, and/or written assessments, and teacher observation. | 1 |
| Not Assessed: This standard may have been taught but has not been assessed at this time. | / |