

Dubai American Academy Report Card Handbook, Grade 4

Where do the numbers come from and what do they mean?

Overview

Dubai American Academy's Primary and Elementary Schools, like many of the top international schools, use a standards-based report card. This handbook, which accompanies our standards-based report card, is designed to do three things for Grades 1 through 5:

- 1) Clarify end-of-year goals for DAA's students, parents, and teachers;
- 2) Provide information to parents on where their child is relative to these end-of-year goals; and
- 3) Provide specific feedback that helps children, parents, and teachers focus their efforts, so that they are better able to meet end-of-year goals.

For each section of the report card, teachers report a score that is derived from evidence they have gathered over the course of a trimester. A variety of data sources contribute to this evidence, including "core assessments" - that is, assessments that are common across the grade level and designed to assess student understanding and proficiency at the end of a unit or learning process. While these "core assessments" are important, teachers also remain attentive to the importance of using "multiple measures," including formative assessments, in-school tasks, teacher observations, and conversations as part of the reporting process, as well, which is what DAA teachers do when determining scores.

Dubai American Academy's Standards:

DAA prepares its students for success in and beyond school by carefully selecting standards that suit this purpose. The school does not use a single set of standards from one organization or entity; rather, through the curriculum review process, it has selected the best system of standards available in each subject area for the needs of our students. Presently, the organizations behind DAA's standards and benchmarks in each subject area are as follows:

English/Language Arts: Common Core State Standards (CCSS)

Social Studies: C3 Framework, American Education Reaching Out (AERO), UAE Social Studies Framework

Science: Next Generation Science Standards (NGSS)

Mathematics: Common Core State Standards (CCSS)

Arabic, French, & Spanish: the Common European Framework (CEF) & Mid-continent Research for Education and Learning (McREL)

Islamic Studies: UAE Ministry of Education

Art: National Core Arts Standards – California

Drama: California State Standards for Visual and Performing Arts

ELL: Sheltered Immersion Model (SIM) or Beginner English Course (BEC)

Guidance: American School Counselor Association (ASCA)

Health: Mid-continent Research for Education and Learning (McREL)

IT: International Society for Technology in Education (ISTE)

PE: Mid-continent Research for Education and Learning (McREL)

Music: Delaware State Standards (DSS)

Journalism: Indiana State Journalism Standards

1-2-3-4 Scoring Explained

Performance Level Descriptors	Further Explanation of Descriptors
4- Exceeds Expectations. Student is working above the grade level standard. Student consistently and independently exceeds expectations.	The student has mastered the grade level standard for this point in the year and demonstrates the ability to apply what they have learned, think and problem-solve, and articulate their thinking. Generally, a '4' does not mean the student has gone further (to the content at the next grade level), but has gone deeper in developing their understanding.
3- Meets Standards. Student is working at the grade level standard. Student frequently meets expectations with minimal or no assistance.	The student is working at grade level for this point in the year. The standards outline the end of year expectations, so a '3' in the first and second trimester means the student is on track to be successful and meet the end-of-year standards, in June.
2- Developing. Student is working toward the grade level standard. Student requires moderate assistance and/or redirecting.	The student is working toward grade level standard, but currently needs support to meet the standard and cannot meet the standard independently (yet!).
1- Beginner. Student is beginning to work toward the grade level standard. Student requires considerable assistance and/or redirecting.	The student is considerably behind to meet the end-of-year standards and is significant danger of not meeting the standard. In many cases, a '1' is a signal that additional interventions are needed beyond normal differentiated instruction in the classroom.

Elements of the Report Card Handbook:

Core Assessments identify major assessments that were used to inform report card marks in all classrooms at the grade level.

The Learning Skills Rubric clarifies exactly what each "learning skills" score means, and also what the next level up looks like.

The Reading Level Targets section of the handbook lets you know where we'd like children to be at different stages with their Guided Reading Levels.

Report Card Descriptors Explanations are provided for most elements of your child's report card. These descriptors provide further detail about what it means to be at standard. As stated above, a '3' on the report card in Trimester 1 or 2 does not mean the standard is fully met, but that the child is on track to fully master this standard by the end of the school year.

Grade 4 Learning Skills

Learning Skills	1 = Beginner Student is beginning to work towards standard for grade level. Student requires considerable assistance and/or redirecting.	2 = Developing Student is working toward standard for grade level. Student requires moderate assistance and/or redirecting.	3 = Meets Standards Student is working at standard for grade level. Student frequently meets expectations with minimal or no assistance.	4 = Exceeds Standards Student is working above the standards for grade level. Student consistently and independently exceeds expectation.
Works Independently	Completes tasks with support, assistance and/or redirection.	Completes tasks with some support, assistance and/or redirection.	Completes tasks without adult assistance and occasionally helps others who may need assistance.	Completes tasks without adult assistance and teaches others how to go about doing the same.
Cooperates with others	Needs support to collaborate with others.	Collaborates with others with occasional adult support.	Effectively collaborates with others.	Role model for others as a leader and support for how to problem solve.
Completes school work efficiently	Needs support to stay on task and complete work.	Occasionally stays on task and needs support to complete work in a timely manner.	Consistently stays on task and generally completes work in a timely manner.	Stays on task, and completes work in a timely manner.
Listens and follows directions	Needs support to follow simple directions.	Follows simple directions with	Follows complex directions with	Follows complex directions independently.

		occasional reminders.	occasional support.	
Participates in class	With frequent prompting and encouragement , participates in classroom activities.	Generally follows and understands the routines and expectations of the classroom and contributes to classroom activities with occasional support.	Consistently follows and understands the routines and expectations of the classroom and contributes positively to classroom activities.	Follows and understands the routines and expectations of the classroom and elevates classroom activities.
Works toward improvement	Works toward improvement with support.	Works toward improvement with minimal support.	Works toward improvement independently .	Sets high standards for himself/herself , works toward consistently improving his/her learning, and motivates others.

Grade 4 Language Arts & Cross-Content Literacy: Reading

Core Assessments:

- DRA/Running Record
- Reading Responses
- Conferring notes from conferences

Reading Comprehension (literary texts AND informational texts): Reads & comprehends grade level appropriate literary texts independently & proficiently.	<i>First Trimester</i> 1=N or below 2=O/P 3=Q/R 4=S or above	<i>Second Trimester</i> 1=O or below 2=P/Q 3=R/S 4=T or above	<i>Third Trimester</i> 1=P or below 2=Q/R 3=S/T 4=U or above
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Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
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<p>Key Ideas & Details: Determines central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> ● determine the theme or main idea of a piece of literature using supporting details ● summarize a piece of literature or informational text 	<p><i>RL.4.1-3</i></p>
<p>Key Ideas & Details: Refers to details and explicit examples from the text when drawing inferences.</p>	<ul style="list-style-type: none"> ● draw inferences from a text and refer to details and examples in the text when explaining inferences ● explain events, ideas, or procedures from an informational text and use the text to support the explanation ● use specific details from the story to describe a setting in depth ● use specific details from the story to describe an event in depth ● use specific details from the story to describe a character in depth 	<p><i>RL.4.1-3</i></p>
<p>Craft & Structure: Understands the importance of an author's craft (word choice, figurative language, repetition, selection of detail) and the structure of texts.</p>	<ul style="list-style-type: none"> ● determine the meaning of words and phrases based on how they are used in a text ● identify the usage and purpose of figurative language ● refer to structural elements to explain major differences among poems, drama, and prose ● describe the structure used in a piece of informational text ● explain the differences in focus and information provided between a firsthand and secondhand account of the same event 	<p><i>RL.4.4-6</i></p>
<p>Integration of Knowledge & Ideas: Integrates ideas and knowledge effectively and develops opinions about texts.</p>	<ul style="list-style-type: none"> ● compare and contrast the viewpoint of different stories, especially in first-and third-person narration ● make connections between the written text of a story and a visual or oral presentation of the text ● compare and contrast themes, topics, and plot patterns of literature from various cultures ● explain how information presented orally contributes to my understanding of a text 	<p><i>RL.4.7-9</i></p>

	<ul style="list-style-type: none"> ● explain how an author uses reasons and evidence to support his/her points ● combine information from two texts on the same topic to write or speak about the subject ● read and comprehend literature appropriate for fourth grade; can read and comprehend informational text appropriate for fourth grade 	
Foundational Skills: Knows and applies grade-level phonics, word recognition, and fluency.	<ul style="list-style-type: none"> ● use knowledge of letter-sound relationships, syllabication, and roots and affixes to read unknown words ● read fourth grade text with purpose and understanding ● read fourth grade text aloud with accuracy, expression, and appropriate rate ● use strategies to understand unknown words 	<i>RF.4.3-4</i>

Grade 4 Language Arts & Cross-Content Literacy: Writing

Core Assessments:

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from conferences

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Narrative Writing: Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> ● write a real or imagined narrative piece that establishes a situation and introduces a narrator ● organize an appropriate sequence ● use dialogue and descriptions to develop events and characters ● use transitional words and phrases to manage sequence of events ● use concrete words, phrases and sensory details 	<i>W.4.3a-d</i>
Opinion Writing: Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> ● write an opinion piece that supports a point of view ● introduce a topic or name of a book, state an opinion, 	<i>W.4.1a-d</i>

	<p>and create an organizational structure that supports a purpose</p> <ul style="list-style-type: none"> • provide reasons that are supported by facts and details • use transitional words to link reasons to support an opinion • provide a concluding section or statement 	
<p>Informational Writing: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> • write an informative piece, which introduces a topic and groups related information • include formatting and illustrations when helpful, uses facts, definitions, details, and quotations to develop the topic • use transitional words to connect ideas within categories and provide a concluding statement or section • provide some sense of closure 	<p><i>W.4.2a-d</i></p>
<p>Build & Present Knowledge: Writes effectively after engaging in research, demonstrating an age-appropriate ability to gather and recall information, select detail, and organize ideas.</p>	<ul style="list-style-type: none"> • conduct a short research project to build knowledge about a topic • use provided sources to find information, take notes on sources, and categorize the notes • provide a list of sources used for a research project • use evidence from literature to support analysis, reflection, and research • use evidence from informational text to support analysis, reflection, and research 	<p><i>W.4.7-9</i></p>
<p>Writing Process: Understands and practices the Writing Workshop process (generating ideas, developing, drafting, revising, editing, publishing).</p>	<ul style="list-style-type: none"> • produce pieces of writing that are appropriate for fourth grade tasks, purposes, and audiences • use guidance from peers and adults to plan, revise, and edit writing • use digital tools to produce and publish work 	<p><i>W.4.4-6</i> <i>W.4.10</i></p>

	<ul style="list-style-type: none"> • use the internet to interact and collaborate with peers on writing projects • write for a range of time and tasks 	
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Grade 4 Language Arts & Cross-Content Literacy: Speaking & Listening

Core Assessments:

- Teacher observations of student-partner and small group work
- Teacher observations of student speaking and questioning

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
<p>Collaboration: Participates effectively in conversations about topics and texts with peers and adults in small and larger groups. Listens effectively, demonstrating an age-appropriate ability to build on the ideas of others and express their own ideas.</p>	<ul style="list-style-type: none"> • prepare for a class discussion and participate by responding to things others say and by making appropriate connections • follow agreed-upon rules for class discussions and carry-out my assigned roles • ask questions to clear up confusion about a presentation • make comments that contribute to a discussion 	SL.4.1-3
<p>Presentation: Presents ideas effectively, displaying an age-appropriate ability to tell stories and recount experiences, organize thoughts logically, support opinions with descriptive details, and use formal English when appropriate.</p>	<ul style="list-style-type: none"> • explain own ideas and understanding as they connect to the discussion • paraphrase portions of a text read aloud or presented visually • identify the reasons and evidence a speaker gives to support points • speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner • add audio recordings or visual displays to enhance a presentation • differentiate between a project that calls for formal English and ones that allow use of informal discourse • use formal English when appropriate to tasks and situations 	SL.4.4-6

Grade 4 Language Arts & Cross-Content Literacy: Language

Core Assessments:

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from one-on-one conferences

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
<p>Vocabulary: Exhibits the necessary skills to determine and clarify meanings of unfamiliar words. Demonstrates an age-appropriate academic and conversational vocabulary.</p>	<ul style="list-style-type: none"> • use relative pronouns • use relative adverbs • form and use progressive verb tenses • use modal auxiliary verbs (shall, might, can, must, etc.) • use adjectives in conventional order. (small, red bag NOT red, small bag) • correctly use homonyms • choose words and phrases to precisely convey ideas • differentiate between contexts that call for formal English and informal discourse • use context clues to figure out word meanings • determine the meaning of a word by using the affix or root • determine the meaning or pronunciation of a word by consulting reference materials • explain the meaning of simple similes and metaphors • recognize and explain the meaning of common idioms, adages, and proverbs • demonstrate an understanding of words by relating them to their synonyms and antonyms • use words and phrases learned through listening 	<p>L.4.4-6</p>

	and reading, especially words related to fourth grade topics	
Conventions: Demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • form and use prepositional phrases • produce complete sentences • correct inappropriate fragments and run-ons • use correct capitalization • use quotations and commas to mark direct speech and quotations from a text • use a comma before a coordinating conjunction in a compound sentence • spell fourth grade words appropriately and consult references as needed • choose punctuation for effect 	L.4.1-2

Grade 4 Mathematics

Core Assessments:

- Unit Assessments
- Open response (challenge) questions
- Teacher observations and notes

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Operations & Algebraic Thinking		
Solves problems involving the four operations with whole numbers.	<ul style="list-style-type: none"> • interpret $5 \times 7 = 35$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. • multiply or divide to solve word problems. • solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. 	4.OA.1 4.OA.2 4.OA.3
Generates and analyzes patterns.	<ul style="list-style-type: none"> • generate a number or shape pattern that follows a given rule. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. 	4.OA.5
Number & Operations in Base Ten		

<p>Generalizes accurately about multi-digit whole numbers.</p>	<ul style="list-style-type: none"> recognize that in a multi-digit whole number, a digit in the ones place represents ten times what it represents in the place to the right. For example, $700/7 = 10$. read and write multi-digit whole numbers using base-ten numerals, number names and expanded form. compare two multi-digit numbers based on meanings of the digits in each place using $>$, $<$ and $=$ symbols to record the results of comparisons. use place value understanding to round multi-digit numbers to any place. 	<p>4.NBT.1 4.NBT.2 4.NBT.3</p>
<p>Number & Operations in Base Ten</p>		
<p>Performs multi-digit arithmetic.</p>	<ul style="list-style-type: none"> fluently add and subtract multi-digit numbers using the standard algorithm. multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. 	<p>4.NBT.4 4.NBT.5 4.NBT.6</p>
<p>Number & Operations-Fractions</p>		
<p>Extends understanding of fractions, including equivalence, ordering, and building them.</p>	<ul style="list-style-type: none"> explain why fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models. compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing to a benchmark fraction. 	<p>4.NF.1 4.NF.2</p>
<p>Understands decimal notation for fractions and compares decimal fractions.</p>	<ul style="list-style-type: none"> express a fraction with a denominator of 10 as an equivalent fraction with a denominator 100. For example, express $3/10$ as $30/100$. add two fractions with respective denominators of 10 and 100. For example, add $3/10 + 4/100 = 34/100$. use decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. compare two decimals to the hundredths by reasoning about their size and recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons by symbols $>$, $<$, or $=$. 	<p>4.NF.5 4.NF.6 4.NF.7</p>

Measurement & Data		
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<ul style="list-style-type: none"> explain relative sizes of measurement units within one system of units including km, cm; kg, g, lb., oz., l, ml, hr., min., sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. For example, I know that 1 ft. is 12 times as long as 1 in. use the four operations to solve word problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. 	4.MD.1 4.MD.2 4.MD.3
Understands the concept of an angle and measure angles.	<ul style="list-style-type: none"> recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. 	4.MD.5
Represents and interprets data at an age-appropriate level.	<ul style="list-style-type: none"> make a line plot to display a data set of measurement in fractions of a unit. 	4.MD.4
Geometry		
Draws and identifies lines and angles, and classifies shapes by their properties.	<ul style="list-style-type: none"> draw points, lines, line segments, rays, angles (right, obtuse, acute) perpendicular, parallel lines and identify these in two-dimensional figures. classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. recognize right triangles as a category and identify right triangles. recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. identify line-symmetric figures and draw lines of symmetry. 	4.G1 4.G2 4.G3
Standards for Mathematical Practice		

Demonstrates ability to think like a mathematician, explaining thinking & using a variety of problem-solving strategies.	<ul style="list-style-type: none"> • read/listen carefully and develop a plan for how to solve the problem. • try a different strategy if the one they are using is not working. • show with visuals/models and/or explains with words how they solve problems. • use correct mathematical symbols, vocabulary, and units of measurement when communicating (orally and in writing). 	4.0 4.1 4.2 4.3 4.4 4.5
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Grade 4 Science

Core Assessments:

- Unit Assessments
- Demonstration of science skills during investigations
- Demonstrations of engineering skills during problem-solving
- In-class assessment of skills and knowledge

Report Card Descriptor	What a student can do if they are at standard...	Standard(s)
Physical Sciences: Demonstrates understanding of the key content & concepts (Waves/Structure, Function, and Information Processing).	<ul style="list-style-type: none"> • Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. • Generate and compare multiple solutions that use patterns to transfer information • Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 	4-PS4-1 4-PS4-3 4-PS4-2
Demonstrates understanding of the key content & concepts (Energy).	<ul style="list-style-type: none"> • Use evidence to construct an explanation relating the speed of an object to the energy of that object. • Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. • Ask questions and predict outcomes about the changes in energy that occur when objects collide. • Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. 	4-PS3-1 4-PS3-2 4-PS3-3 4-PS3-4
Life Sciences: Demonstrates understanding of key content & concepts (Structure, Function, and Information Processing).	<ul style="list-style-type: none"> • Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. • Use a model to describe that animals receive different types of information through their senses, process the 	4-LS1-1 4LS1-2

	information in their brain, and respond to the information in different ways.	
<p>Earth & Space Sciences:</p> <p>Demonstrates understand of key content & concepts (Earth's Systems: Processes That Shape the Earth; Energy).</p>	<ul style="list-style-type: none"> Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Analyze and interpret data from maps to describe patterns of Earth's features. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 	<p>4-ESS1-1</p> <p>4-ESS2-1</p> <p>4-ESS2-2</p> <p>4ESS3-2</p> <p>4ESS3-1</p>
<p>Science & Engineering Practices:</p> <p>Demonstrates the ability to think like a scientist and/or an engineer to apply knowledge and solve problems that require higher order thinking.</p>	<ul style="list-style-type: none"> Ask Questions and Define Problems Develop and use models Plan and carry out investigations Analyze and interpret data Use mathematics and computational thinking Construct explanations and design solutions Engage in argument from evidence Obtain, evaluate, and communicate information 	3-5-ETS1-1-3

Grade 4 Social Studies

Core Assessments:

- In-class assessment of skills
- Performance on class-based project work
- Written and performance-based assessments

Report Card Descriptor	What a student can do if they are at standard...	Standard(s)
Constructs compelling questions to guide inquiry.	<ul style="list-style-type: none"> Constructs compelling questions, either individually or with others Identify disciplinary concepts and ideas associated with a compelling question 	D1.2.3-5
Applies the disciplines of social science to the interactions of humans with each other and/or the environment.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt their environments Explain how cultural and environmental characteristics of places change over time 	<p>D2 Geo 4 3-5</p> <p>D2 Geo 5 3-5</p> <p>D2 Geo 9 3-5</p>

	<ul style="list-style-type: none"> • Analyze the effect of catastrophic environmental and technological events on human settlements and migration • Explain how natural and human-made catastrophic events in one place affect people living in other places • Understand the variety of gendered, racialized or other identities individuals take on over the life course, and identify the social and cultural processes through which those identities are constructed • Develop through compassion awareness of human unity and cultural diversity, and of the connections among peoples from around the world • Explain connections among historical contexts and people's perspectives at this time • Describe how people's perspectives shaped the historical sources they created 	<p>D2 Geo 12 3-5</p> <p>D2 Anthro. Concept 1 3-5</p> <p>D2 Anthro. Concept 3 3-5</p>
<p>Evaluates sources to answer questions and/or develop ideas.</p>	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions 	<p>D3.4.3-5</p>
<p>Takes action by communicating ideas in class, school, or in the greater community.</p>	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data • Critique explanations • Explain different strategies and approaches students and others could take in working alone or together to address local, regional, or global problems 	<p>D4.2.3-5</p> <p>D4.5.3-5</p> <p>D4.7.3-5</p>