

Overview

What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. The goal is for all students to meet these standards by the end of their **fourth-grade** year.

Literacy Goals

As students pursue the literacy goals throughout their fourth-grade year, they will become increasingly independent in their reading, while being challenged by more sophisticated text. In the first trimester, these literacy goals are met at a basic level; growth is noted as students progress in deepening their understanding and developing consistency of skills and strategies with increasingly difficult books.

Reading

Students read and understand a variety of materials. Students use various reading strategies with increasing independence on increasingly sophisticated texts as the year progresses.

- **Suggestions:** *Ensure that your child is reading at a level they can read easily. Help your child by discussing what he/she is reading. Ask your child to talk about what he/she has read so far and what might happen next. Talk about questions raised when reading the book. Ask your child to talk about a character or an important idea.*

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students think about what the author is trying to say and communicate those thoughts. Students understand that an author’s point of view may influence the message. Students draw conclusions and support them with details from things they read, hear, or view.

- **Suggestions:** *Read and discuss books with your child. Ask thoughtful questions with more than one right answer. Read a letter to the editor or an article together and discuss fact versus opinion.*

Students read to locate, select, and use relevant information from a variety of media, references, and technological sources. Students should know where to look and how to access information, such as searching the Internet. Students focus on what is important to their chosen topics. Students should learn to compare different sources and credit them.

- **Suggestions:** *Help your child search for information on the Internet. Computers are available at the library, and the librarian can help your child get started. Read the information or article and talk about the most important points.*

Students read and recognize literature as a record of human experience. Students read, listen to, discuss, and compare different types of literature representing a number of different cultures. They figure out main characters, communicate the main story line and summarize the story, focusing on main ideas.

- **Suggestions:** *Encourage your child to select books about different places or different types of people or characters. Talk with your child about the books and how the people or characters affect the story.*

Writing

Students write and speak for a variety of purposes and audiences. Students write letters, stories, nonfiction reports, and directions for various purposes and audiences. They organize their writing with an introduction, middle, and end. Their writing has details and examples to develop the main idea and their work demonstrates correct punctuation and spelling.

- **Suggestions:** *Write with your child or encourage him/her to write independently for a variety of purposes and audiences (writing emails, letters, messages, and other fun writing opportunities, such as writing a diary or secret code messages).*

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Students recognize correct grammatical sentence structure, punctuation, and capitalization.

- **Suggestions:** *Write letters, lists, and notes for and with your child. Let your child see how writing is used in everyday life.*

Social Sciences Goals

Geography: The emphasis is on regions of the United States (Southeast, Southwest, East, Midwest, Northeast and West). Students discuss landforms specific to each region and how it has impacted the development of the area. They use and construct maps.

- **Suggestions:** *Go to the library and look at satellite maps. Try to identify different landforms in both your neighborhood and the area. Think how plants and animals differ in each region of the country. If applicable, discuss where family members live using a United States map and how the areas are similar and different. Involve your child in planning a trip, using maps to inform his/her understanding of distance, directions, and regions.*

History: Students know how diverse cultures of our society have shaped our country.

- **Suggestions:** *Discuss how your family history played a part in the development of our country, regardless of how long your family has been here. Have your child interview a family friend from a different culture. Prepare questions ahead of time. Have your child write a summary of his/her interview. Highlight different leaders and role models in the community that come from different culture and discuss their contributions.*

Civics: Students know how citizens exercise their rights and responsibilities. Students know about the importance of privacy (Third, Fourth and Fifth Constitutional Amendments), as well as important issues we face as citizens regarding the scope and limits of privacy.

- **Suggestions:** *Discuss with your child examples of privacy at home, work, and the community, such as doctor and medical records, companies with new products, students interested in reading and wanting privacy, and conversations. Read and discuss related newspaper articles. Have your child discuss privacy in the context of school, friends, and family.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the fourth-grade year, an overall view of students' progress and mastery of standards will determine the level of proficiency attained. By the end of the fourth-grade year, students should have met the following goals.

Number Sense: Students read, write, order, and compare whole numbers, fractions, decimals, percents, and negative numbers. They explore scientific notation.

- **Suggestions:** *Have your child help with recipe adjustments. When shopping, ask your child to total the purchases.*

Algebraic Thinking: Students design, explore, and use both geometric and number patterns. Students also write and solve number sentences in word problems.

- **Suggestions:** *Have your child look for repeating borders or patterns on buildings, tiles, rugs, and floors. Make up number sentences with correct and incorrect answers and ask your child to determine if sentences are true or false.*

Data and Probability: Students collect, organize, display, and interpret numerical data.

- **Suggestions:** *Have your child look for uses of graphs, tables and charts in magazines, newspapers, or on television. Discuss these displays and look for deceptive strategies. Discuss weather forecasters' predictions and what these mean to you. Other activities include games of chance and probability. Look at lottery chances and discuss your realistic chances.*

Geometry and Measurement: Students study both two-dimensional and three-dimensional objects and explore their properties, uses, and relationships. Students use metric and U. S. customary measures for length, area, volume, and weight.

- **Suggestions:** *Have your child measure the perimeters of rooms in your house and find the areas of the rooms. Help him/her draw a scale map of the neighborhood. Have your child find volumes of various rectangular prisms in your home such as shoe boxes and cereal boxes.*

Computation: Students add, subtract, multiply, and divide whole numbers and use estimation to determine the reasonableness of answers.

- **Suggestions:** *Continue practicing multiplication and division facts at home by using Fact Triangles and fact families or the Everyday Mathematics online games. Encourage your child to use paper and pencil and/or a calculator to solve-real life computations, such as cost per unit when purchased individually, as opposed to bulk. Have him/her calculate the cost of gas for an upcoming trip or calculate change to be returned from a purchase. Ask your child to estimate answers and determine if the calculated answers are reasonable.*

Science Goals

Inquiry: Students use their senses and tools to observe and collect information about physical and chemical properties and the changing Earth and ecosystems. Students ask questions, investigate to find answers, compare observations, and communicate their ideas with increasing skill and accuracy.

- **Suggestions:** *Don't answer all your child's questions. Ask your child what he/she thinks and work together to find the answer. Together, you and your child can propose possible answers, test them, and check them by using reference books and the Internet or by asking someone who is likely to know the correct answers.*

Physical Science: Students observe properties of five household substances—alum, salt, cornstarch, baking soda, and talcum powder—and investigate changes in the properties of those substances as they react with water, vinegar, red cabbage juice, and iodine.

- **Suggestions:** *Let your child help you cook and discuss how these powders and liquids are used in the home.*

Earth and Space Science: Students investigate changes on the Earth's surface due to weathering and erosion. They learn about changes in land forms over time because of the interactions among soils, rocks, water, and wind. They describe sudden changes in Earth's surface due to volcanic eruptions, landslides, earthquakes, and flooding and compare those with the slow changes due to weathering and erosion.

- **Suggestions:** *Watch the changes that happen to an area of dirt during a sudden rain storm. Discuss how wind and weather can change the area around your home.*

Life Science: Students explore ecosystems in the classroom and outdoors. Students focus on interactions between living and nonliving things such as air and water. They describe the relationships among producers, consumers, and decomposers in a variety of ecosystems and explain the energy flow from one organism to another.

- **Suggestions:** *Visit a park and watch how animals and plants interact. Chose one animal, such as a squirrel, and find as many connections between the squirrel and the environment as you can.*

The Nature of Science: Students use descriptions and data to draw conclusions. They use evidence to support their ideas. Students learn to keep investigations fair by changing one thing and watching what happens.

- **Suggestions:** *Ask your child why he/she thinks the way he/she does when making statements about the natural world. Challenge your child to use evidence, rather than simply stating an opinion.*

English Language Development

If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

Parent Guide to Standards- Based Reporting

Grade 4

Denver Public Schools