

Issaquah School District Elementary Report Card Parent/Guardian MERLIN Fourth Grade Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning	
C	Consistently
O	Often
S	Sometimes
R	Rarely
M	Modified Expectations

Scoring Key for MERLIN Academic Performance	
4 Exceeds MERLIN Standard	<ul style="list-style-type: none"> • Demonstrates exceptional skill/concept development • Applies learning to other subject areas independently
3 Meets MERLIN Standard	<ul style="list-style-type: none"> • Demonstrates skill/concept development appropriate for 4th grade MERLIN • Applies learning to other subject areas with guidance
2 Approaches MERLIN Standard	<ul style="list-style-type: none"> • Demonstrates skill/concept development that is below 4th grade MERLIN expectations • Requires extra time, support, and/or practice
1 Well-below MERLIN Standard	<ul style="list-style-type: none"> • Demonstrates skill/concept development that is significantly below 4th grade MERLIN expectations • Requires extended time, support, and/or practice
NA Not Assessed	<ul style="list-style-type: none"> • Not assessed this trimester
M Modified Expectation	<ul style="list-style-type: none"> • In areas where a student’s score is based on a modified expectation, the score will appear as an “M”
ELP English Language Proficiency*	<ul style="list-style-type: none"> • Indication of student’s language skills in speaking, listening, reading, and writing

*** Please refer to the last page of this document for Special Education and ELL grading protocol.**

MERLIN Fourth Grade

Behaviors that Promote Learning

Respect

- Follows school rules and expectations
- Recognizes and shows consideration for the rights and feelings of others
- Thinks before acting; manages impulsivity

Responsibility

- Is a self-directed learner
- Makes positive choices and learns from mistakes
- Produces high quality work; meets the standard or project rubric
- Demonstrates organizational skills; has materials ready and organized
- Follows directions

Collaboration

- Contributes responsibly in partner and group settings
- Listens with understanding and empathy

Persistence

- Actively engaged in learning
- Is able to continue when faced with a challenge; does not give up easily
- Sets short-term goals to complete long-term projects
- Accurately monitors own effort toward learning goals; reflects on progress
- Takes learning risks

Flexibility

- Adapts positively to new or different situations and ideas
- Makes transitions between routines comfortably and efficiently

Problem Solving

- Is creative and innovative
- Solves problems using imaginative approaches; shows originality
- Tries a variety of approaches, strategies, or alternatives
- Is inquisitive and curious

Speaking and Listening

- Listens actively
- Participates in collaborative conversations
- Shares ideas

MERLIN Fourth Grade

Reading

Reads (MERLIN advanced) Grade Level Text

- Reads and comprehends text accurately

Comprehension

- Key Ideas and Details:
 - Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
 - Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text
 - Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- Craft and Structure:
 - Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
 - Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
 - Describes how a narrator's or speaker's point of view influences how events are described
- Integration of Knowledge and Ideas:
 - Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
 - Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics

MERLIN Fourth Grade

Writing

Production and distribution of a variety of text types: Narrative, Informational, Opinion **Structure**

- Writes narratives using effective technique, descriptive details, and clear event sequences
- Writes informative texts to examine a topic and clearly convey information
- Writes opinion pieces supporting point of view with reasons and information
- Uses leads, transitions, and organization
- Composes a strong ending specific to the type of writing

Development

- Uses descriptive language to convey emotion, dialogue, and thoughts to bring story to life
- Includes facts, evidence and figurative language to make a point
- Uses purposeful word choice
- Elaborates on ideas in ways appropriate for the type of writing
- Uses sentences to create a story-telling or convincing tone
- Makes effective use of the writing process: prewrite, draft, revision, and edit
- Reflects on writing and sets goals

Language Conventions

- Uses grammar, spelling, and conventions appropriate for 4th Grade MERLIN expectations

MERLIN Fourth Grade Math

Content

- **Operations and Algebraic Thinking**
 - Writes and interprets numerical expressions
 - Analyzes patterns and relationships
- **Number and Operations in Base Ten**
 - Understands the place value system
 - Performs operations with multi-digit whole numbers and with decimals to hundredths
- **Fractions**
 - Uses equivalent fractions as a strategy to add and subtract fractions
 - Applies and extends previous understandings of multiplication and division to multiply and divide fractions
- **Measurement and Data**
 - Converts like measurement units within a given measurement system
 - Represents and interprets data
 - Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition
- **Geometry**
 - Graphs points on the coordinate plane to solve real-world and mathematical problems
 - Classifies two-dimensional figures into categories based on their properties

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

MERLIN Fourth Grade Science

Understands and applies skills and concepts related to scientific principles from among the following content areas:

- Physical Science: States of Matter
- Earth and Space Science: Earth in Space; Formation of Earth Materials
- Life Science: Ecosystems and Food Webs

MERLIN Fourth Grade Social Studies

Understands and applies skills and concepts related to social studies from among the following content areas:

- Regions of Washington
- Washington History
- Washington Connects to the Pacific Rim

MERLIN Fourth Grade Music

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts

- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

MERLIN Fourth Grade Health and Fitness

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts related to health and fitness from among the following content areas:

- Demonstrates locomotor, non-locomotor, manipulatives, balance, and rhythm skills in group activities
- Applies movement concepts in cooperative situations; understands and applies the need for different roles with in a team game (offense and defense)
- Applies the health and skill related components of fitness
 - Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
 - Power, agility, balance, speed, coordination, reaction time
- Understands skills and concepts related to health
 - Nutrition and the body

Elementary Grading Information For Parents: Exceptional Learner

The term “exceptional learner” is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student’s general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An “M” designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
 - An “M” will be used on the report card in the “Behaviors that Promote Learning” section of the report card to indicate that the student’s grade in this area is based on modified expectations.
 - A “C” or an “O” could be used in any area if the student exhibits behaviors that are “consistent/often similar to grade level standards.
 - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: “C,” “O,” “S,” or “R.”
- FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an “M” for each exceptional learner. A number will not be used with the “M” designation, but rather the associated comment will provide detail.
 - An “M” will be used to indicate that the student’s grade in this area is based on **modified expectations for the standard**
 - If using the “M” designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads “Grade is based on modified expectations.” There are also specific comments that can be used which read “Grade based on K standard,” “Grade based on 1st grade standard,” etc.

Elementary Grading Information For Parents: English Language Learners

The district report card for a student in the ELL program will be prepared by the student’s general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2. However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.