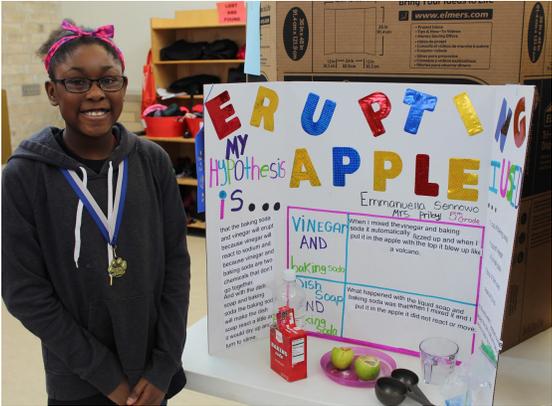


# Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

## 2018-2019



**Prepared by Fourth Grade Teachers  
Teaching and Learning Department  
Research, Evaluation & Assessment Department  
Technology Department**



# TOP 10 TIPS

## Understanding Your Student's Progress Report

<p>The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.</p>			
1.	<p>The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) &amp; the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.</p>	6.	<p>Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, <b>NG (no grade)</b> will appear in the box.</p>
2.	<p>The South Washington County School District has written progress report "Learning Targets" (<b>I Can Statements</b>) that represent specific skills and or knowledge students should acquire by the <b>end of the school year</b>. Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of "<b>Success Criteria</b>" that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.</p>	7.	<p>While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and <b>SoWashCo believes that a student who shows growth during the year is a reason to celebrate!</b></p>
3.	<p>The "Learning Targets" (<b>I Can Statements</b>) listed below, represent a level "3" on the "<b>Success Criteria.</b>"</p>	8.	<p>Your child will get scores for "Work Habits and Social &amp; Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or "<b>Success Criteria</b>" (4, 3, 2, 1 or NG).</p>
4.	<p>Indicators of progress or "<b>Success Criteria</b>" measures are as follows:</p> <ul style="list-style-type: none"> <li>4 - Exceeds benchmark</li> <li>3 - Meets benchmark</li> <li>2 - Approaching benchmark</li> <li>1 - Not Yet</li> </ul>	9.	<p>For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.</p>
5.	<p>Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail for teachers and families regarding the growth of all learners in SoWashCo.</p>	10.	<p>During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school year based on the feedback.</p>



# SUCCESS CRITERIA

## Indicators of Progress

### 4 - EXCEEDS BENCHMARK

A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a level "4" will demonstrate a deeper understanding of the benchmark.

### 3 - MEETS BENCHMARK

A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

### 2 - APPROACHING BENCHMARK

A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a level 1 or 2 throughout the year as they continue to grow as learners.

### 1 - NOT YET

A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a 1 or 2 throughout the year as they continue to grow as learners.

### NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not assessed at this time.



# What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## ENGLISH LANGUAGE ARTS

English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - Minnesota Department of Education, 2016

Reading: Foundational Skills	Reading: Informational Text
<ul style="list-style-type: none"> <li>➤ I can read end-of-the year grade level text accurately and fluently for purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>➤ I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words.</li> <li>➤ I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</li> <li>➤ I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>
Reading Literature	Writing
<ul style="list-style-type: none"> <li>➤ I can find important details in the text, use evidence and inferences to explain what the text says.</li> <li>➤ I can identify the theme of a story, drama or poem using details from the text, and I can use key ideas and details to summarize the text.</li> <li>➤ I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</li> <li>➤ I can determine the meaning of words and phrases as they are used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>➤ I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer’s purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented.</li> <li>➤ I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented.</li> <li>➤ I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion.</li> </ul>
Speaking, Viewing, Listening and Media Literacy	
<ul style="list-style-type: none"> <li>➤ I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	



# Student Success Criteria

What does success look like for Fourth Grade English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read <b>end-of-the-year grade level</b> text accurately and fluently for purpose and understanding.	I can read text accurately and fluently for purpose and understanding <b>with teacher support.</b>	I can read text accurately and fluently for purpose and understanding <b>with teacher prompting.</b>	I can read <b>end-of-the-year grade level</b> text accurately and fluently for purpose and understanding.	I can independently read a variety of texts accurately and fluently for purpose and understanding applying strategies like: <ul style="list-style-type: none"> <li>● Predict</li> <li>● Connect</li> <li>● Infer</li> <li>● Analyze</li> <li>● Synthesize</li> <li>● Critique</li> </ul>
Reading: Literature				
I can find important details in the text, use evidence and inferences to explain what the text says.	I can find important details in the text, use evidence and inferences to explain what the text says <b>with teacher support.</b>	I can find important details in the text, use evidence and inferences to explain what the text says <b>with teacher prompting.</b>	I can find important details in the text, use evidence and inferences to explain what the text says.	I can find important details in the text, use evidence and inferences to explain what the text says, while integrating and applying multiple comprehension strategies such as: <ul style="list-style-type: none"> <li>● Predict</li> <li>● Connect</li> <li>● Infer</li> <li>● Analyze</li> <li>● Synthesize</li> <li>● Critique</li> </ul>
I can identify the theme of a story, drama or poem using details from the text, and I can use key ideas and details to summarize the text.	I can identify the theme of a story, drama or poem using details from the text with teacher support, and I can use key ideas and details to summarize the text <b>with teacher support.</b>	I can identify the theme of a story, drama or poem using details from the text with teacher prompting, and I can use key ideas and details to summarize the text <b>with teacher prompting.</b>	I can identify the theme of a story, drama or poem using details from the text, and I can use key ideas and details to summarize the text.	I can analyze common themes found across various texts and I can use evidence to connect how my summary supports the identified theme found in my story, drama, or poem.

	1	2	3	4
I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text <b><u>with teacher support.</u></b>	I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text <b><u>with teacher prompting.</u></b>	I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	I can analyze literary elements such as plot, characterization and setting in a story or drama, and analyze how author's message is shaped by perspective and tone.
I can determine the meaning of words and phrases as they are used in a text.	I can determine the meaning of words and phrases as they are used in a text <b><u>with teacher support.</u></b>	I can determine the meaning of words and phrases as they are used in a text <b><u>with teacher prompting.</u></b>	I can determine the meaning of words and phrases as they are used in a text.	I can analyze why an author chose to use the words or phrases and describe how they impact the text.
Reading: Informational Text				
I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can refer to details and examples from a text to explain what the text says explicitly or when drawing basic inferences from the text <b><u>with teacher support.</u></b>	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text <b><u>with teacher prompting.</u></b>	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can refer to the details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text <b>AND make complex predictions or inferences to demonstrate a deeper understanding of the text.</b>
I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words.	I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words <b><u>with teacher support.</u></b>	I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words <b><u>with teacher prompting.</u></b>	I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words.	I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words while integrating and applying multiple comprehension strategies such as: <ul style="list-style-type: none"> <li>● Predict</li> <li>● Connect</li> <li>● Infer</li> <li>● Analyze</li> <li>● Synthesize</li> <li>● Critique</li> </ul>
I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area <b><u>with teacher support.</u></b>	I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area <b><u>with teacher prompting.</u></b>	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area <b>AND:</b> <ul style="list-style-type: none"> <li>● Explain how I utilized the strategies to determine meaning</li> <li>● Apply the words to other contexts</li> </ul>

Benchmark	1	2	3	4
I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably <b><u>with teacher support</u></b>	I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably <b><u>with teacher prompting</u></b>	I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably <b><u>AND:</u></b> <ul style="list-style-type: none"> <li>Analyze the texts to compare and contrast the information based on author's perspective</li> <li>Generate questions to further learning beyond the two texts</li> </ul>
Writing				
I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, <b><u>with teacher support</u></b> .	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, <b><u>with teacher prompting</u></b> .	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can justify the organization of my writing using details and figurative language appropriate to the genre.
I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented.	I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented <b><u>with teacher support</u></b> .	I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented <b><u>with teacher support on more than one element</u></b> .	I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented.	I can write an opinion piece with a <b><u>convincing tone, deliberate word choices and with supporting evidence</u></b> to create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented.

Benchmark	1	2	3	4
<p>I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented.</p>	<p>I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented <b><u>with teacher support.</u></b></p>	<p>I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented <b><u>with teacher support on more than one element.</u></b></p>	<p>I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented.</p>	<p>I can write an informative/explanatory text that introduces my topic with a <b><u>teaching tone, deliberate word choices,</u></b> groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; <b><u>organized in a sequence of sections and with supporting evidence,</u></b> connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented.</p>
<p>I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion.</p>	<p>I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion <b><u>with teacher support.</u></b></p>	<p>I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion <b><u>with teacher support on more than one element.</u></b></p>	<p>I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion.</p>	<p>I can write narratives and other creative texts <b><u>with a storytelling tone</u></b> to develop real or imagined experiences with concrete words and phrases, sensory details, <b><u>figurative language,</u></b> and a natural sequence <b><u>with a varying pace</u></b> that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion.</p>

Speaking, Viewing, Listening, and Media Literacy

<p>I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <b><u>with teacher support.</u></b></p>	<p>I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <b><u>with teacher prompting.</u></b></p>	<p>I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can integrate and evaluate information from diverse media, on the same topic, to paraphrase portion of a text read aloud or information from more than one format.</p>
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## What Should My Student Be Able to Do to Meet Expectations in Health?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

HEALTH
<p>The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.</p> <p>All school districts in Minnesota are required to identify standards, benchmarks, curriculum and assessments in health education. All students must receive instruction in health education K-8, or by district-determined grade bands. These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12.</p> <p>For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of health. In future years, full “I Can Statements” will be added to the progress report.</p>
<p>➤ I can independently demonstrate clear knowledge and understanding of the concepts taught.</p>

### Student Success Criteria

What does success look like for Fourth Grade Health?

HEALTH				
Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



## What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

Digital Citizen	Information Seeker & Knowledge Constructor
<ul style="list-style-type: none"> <li>➤ I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources.</li> </ul>
Empowered Reader	Creative Communicator & Innovative Designer
<ul style="list-style-type: none"> <li>➤ I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can choose from available digital tools to creatively communicate what I know and enrich my learning.</li> </ul>



# Student Success Criteria

What does success look like for Fourth Grade Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
Digital Citizen				
I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world.	I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world <b>with teacher support.</b>	I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world <b>with teacher prompting.</b>	I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world.	I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world and prevent unsafe use.
Empowered Reader				
I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks.	I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks <b>with teacher support.</b>	I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks <b>with teacher prompting.</b>	I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks.	I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks and help others to locate books.
Information Seeker & Knowledge Constructor				
I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources.	I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources <b>with teacher support.</b>	I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources <b>with teacher prompting.</b>	I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources.	I can locate additional information, take detailed notes, sort evidence into categories, and provide a list of sources, or help others with the process.
Creative Communicator & Innovative Designer				
I can choose from available digital tools to creatively communicate what I know and enrich my learning.	I can choose from available digital tools to creatively communicate what I know and enrich my learning <b>with teacher support.</b>	I can choose from available digital tools to creatively communicate what I know and enrich my learning <b>with teacher prompting.</b>	I can choose from available digital tools to creatively communicate what I know and enrich my learning.	I explore advanced digital tools to creatively communicate what I know, enrich my learning, or apply those skills to my personal interests.



# What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## MATHEMATICS

The South Washington County School District utilizes the Minnesota Academic Standards in Mathematics as the expectations for achievement in mathematics for K-12 students. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. Source - Minnesota Department of Education, 2007 Source - Minnesota Department of Education, 2007.

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of mathematics. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.

## Student Success Criteria

What does success look like for Fourth Grade Mathematicians?

## MATHEMATICS

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



# What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MUSIC	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.</p> <p>Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.</p>	
Create: Present	Perform: Present
<ul style="list-style-type: none"> <li>➤ I can explain and present my musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can perform music, alone or with others, with expression, technical accuracy, and interpretation.</li> </ul>
Work Habits	
<ul style="list-style-type: none"> <li>➤ I can make appropriate choices and follow music room expectations with limited guidance</li> </ul>	



# Student Success Criteria

What does success look like for Fourth Grade Music?

MUSIC				
Benchmark	1	2	3	4
Create: Present				
I can explain and present my musical ideas.	I can explain and present my musical ideas with guidance.	I can explain and present my musical ideas with limited guidance.	I can explain and present my musical ideas.	I can explain and present my musical ideas independently.
Perform: Present				
I can perform music, alone or with others, with expression, technical accuracy, and interpretation.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation with guidance.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation with limited guidance.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation.	I can consistently perform music, alone or with others, with expression, technical accuracy, and interpretation.
Work Habits				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



## What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### PHYSICAL EDUCATION

The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.

Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.

Overhead Volley	Passing & Receiving with Feet and Hands
<ul style="list-style-type: none"> <li>➤ I can demonstrate the ability to volley overhead demonstrating two of the five critical elements:               <ul style="list-style-type: none"> <li>○ Body aligned and positioned under the ball</li> <li>○ Knees, arms and ankles bent in preparation for the volley</li> <li>○ Hands rounded; thumbs and first fingers make triangle (without touching) in preparation</li> <li>○ Ball contacts only the finger pads; wrists stay firm</li> <li>○ Arms extended upward on contact; follow through slightly toward target</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging</li> </ul>
Striking (Long Implement)	Engagement & Behavior
<ul style="list-style-type: none"> <li>➤ I can demonstrate the ability to strike a stationary ball with a long handled implement, sending it forward while using proper grip for the implement and demonstrating three of the five critical elements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.</li> </ul>



# Student Success Criteria

What does success look like for Fourth Grade Physical Education?

PHYSICAL EDUCATION				
Benchmark	1	2	3	4
Overhead Volley				
I can demonstrate the ability to volley overhead demonstrating two of the five critical elements.	I can attempt to volley overhead but am unable to send the ball upward.	I can attempt to volley overhead and the ball travels upward but not forward.	I can demonstrate the ability to volley overhead demonstrating two of the five critical elements: <ul style="list-style-type: none"> <li>● Body aligned and positioned under the ball</li> <li>● Knees, arms and ankles bent in preparation for the volley</li> <li>● Hands rounded; thumbs and first fingers make triangle (without touching) in preparation</li> <li>● Ball contacts only the finger pads; wrists stay firm</li> <li>● Arms extended upward on contact; follow through slightly toward target</li> </ul>	I can demonstrate the ability to volley overhead demonstrating three of the five critical elements.
Passing & Receiving with Feet and Hands				
I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.	I can demonstrate passing and receiving (feet or hands) while stationary.	I can demonstrate passing and receiving (feet or hands) while walking.	I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.	I can demonstrate passing and receiving (feet or hands) while increasing and decreasing speed.

Benchmark	1	2	3	4
<b>Striking (Long Implement)</b>				
<p>I can demonstrate the ability to strike a stationary ball with a long handled implement, sending it forward while using proper grip for the implement and demonstrating three of the five critical elements.</p>	<p>I can attempt to strike a stationary ball with a long handled implement but am unable to send it forward.</p>	<p>I can demonstrate the understanding of (or ability to) strike a stationary ball with a long handled implement, sending it forward, but using an improper grip for the implement.</p>	<p>I can demonstrate the ability to strike a stationary ball with a long handled implement, sending it forward while using proper grip for the implement and demonstrating three of the five critical elements:</p> <ul style="list-style-type: none"> <li>● Long-Handled implement up and back in preparation for the striking action</li> <li>● Step forward on opposite foot as contact is made</li> <li>● Coil and uncoil the trunk for preparation and execution of the striking action</li> <li>● Swing the implement on a horizontal plane</li> <li>● Wrist uncocks on follow-through for completion of the striking action</li> </ul>	<p>I can demonstrate the ability to strike a stationary ball with a long handled implement, sending it forward while using proper grip for the implement and demonstrating four of the five critical elements.</p>
<b>Engagement &amp; Behavior</b>				
<p>I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.</p>	<p>I choose not to participate in activity and follow class expectations.</p>	<p>I can participate and follow class expectations with teacher prompts.</p>	<p>I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.</p>	<p>I can help and encourage others to participate in activity and follow class expectations.</p>



## What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - Scimathmn.org, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.



## Student Success Criteria

What does success look like for Fourth Grade Science?

### SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



## What Should My Student Be Able to Do to Meet Expectations in Social and Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, has recently published the Social Emotional Learning Competencies, Learning Goals, Benchmarks, and sample activities. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social and emotional development. In future years, full “I Can Statements” will be added to the progress report.

- I can independently and consistently apply the skills and strategies taught.

## Student Success Criteria

What does success look like for Fourth Grade Social and Emotional Development?

### SOCIAL AND EMOTIONAL DEVELOPMENT

Benchmark	1	2	3	4
I can independently and consistently apply the skills and strategies taught.	I can begin to apply skills and strategies related to the concept <b><u>with teacher support.</u></b>	I can apply the skills and strategies related to the concept <b><u>with teacher prompting.</u></b>	I can independently and consistently apply the skills and strategies taught.	I can independently show advanced application of skills and strategies taught.



# What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - Minnesota Department of Education, 2011

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.

## Student Success Criteria

What does success look like for Fourth Grade Social Studies?

### SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



# What Should My Student Be Able to Do to Meet Expectations in Visual Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## VISUAL ART

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.

Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.

Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.

Create	Connect
<ul style="list-style-type: none"> <li>➤ I can independently organize and develop artistic ideas and work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can independently integrate knowledge and personal experiences to create art.</li> </ul>
<p>Reflect</p>	
<ul style="list-style-type: none"> <li>➤ I can independently reflect on and refine personal artworks.</li> </ul>	



# Student Success Criteria

What does success look like for Fourth Grade Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can organize and develop artistic ideas and work.	With limited guidance I can organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate knowledge and personal experiences to create art.	With significant guidance I can integrate knowledge and personal experiences to create art.	With limited guidance I can integrate knowledge and personal experiences to create art.	I can independently integrate knowledge and personal experiences to create art.	I can independently and clearly integrate knowledge and personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and refine personal artworks.	With significant guidance I can reflect on and refine personal artworks.	With limited guidance I can reflect on and refine personal artworks.	I can independently reflect on and refine personal artworks.	I can independently reflect on and <u>thoughtfully</u> refine personal artworks.



## What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### WORK HABITS

The work habit indicators are based on executive function skills that lead to academic and life success. Teachers will use the work habit indicators to identify students needs and growth areas that will help them perform in class. The indicators are separated from mastery of content and will provide a framework for teachers to isolate behavior from content.

#### Task Completion

- I can independently complete tasks in a timely fashion.

#### Collaboration

- I can be a contributing member of a group.

#### Organization

- I can organize myself, materials, and space to be prepared for independent learning.



## Student Success Criteria

What does success look like for Fourth Grade Work Habits?

WORK HABITS				
Benchmark	1	2	3	4
Task Completion				
I can independently complete tasks.	I can complete tasks with frequent teacher prompting.	I can complete tasks with occasional teacher guidance and/or prompting.	I can independently complete tasks in a timely fashion.	I can independently complete tasks and demonstrate perseverance when faced with a challenging task.
Collaboration				
I can be a contributing member of a group.	I can be a member of a group with frequent teacher support.	I can be a contributing member of a group with occasional teacher guidance and/or prompting.	I can be a contributing member of a group.	I can be a contributing member of a group and demonstrate leadership skills.
Organization				
I can organize myself, materials, and space to be prepared for independent learning.	I can organize myself, materials, and space to be prepared for learning with frequent prompting.	I can organize myself, materials, and space to be prepared for learning with occasional prompting.	I can organize myself, materials, and space to be prepared for independent learning.	I can develop an organizational system to meet my individual needs.



## What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### ORCHESTRA (1st Year) - ELECTIVE

The Minnesota Academic Standards in the Arts set the expectations for achievement in the arts for K-12 students in Minnesota. The standards are organized by grade band (K-3, 4-5, 6-8, 9-12) into four strands that foster the development of students’ artistic literacy. The strands are as follows: 1. Artistic Foundations 2. Artistic Process: Create or Make 3. Artistic Process: Perform or Present, and 4. Artistic Process: Respond or Critique.

#### Music Literacy

- I can identify and perform basic rhythmic values, standard musical symbols and vocabulary, and notes on the staff with fluency at a steady pulse.

#### Performance Technique

- I can independently perform with proper instrument-specific posture and technique, and can listen and adjust for intonation.
- I can perform with a quality & characteristic tone alone or in an ensemble, and can problem solve to adjust and fix tone quality issues that I hear.

#### Responsibility & Accountability

- I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.



# Student Success Criteria

What does success look like for secondary year Orchestra?

## ORCHESTRA (1st Year) - ELECTIVE

Benchmark	1	2	3	4
Music Literacy				
I can identify and perform basic rhythmic values, standard musical symbols and vocabulary, and notes on the staff <b>with fluency at a steady pulse.</b>	I can imitate some basic rhythmic values, can identify some musical symbols and vocabulary, and can sometimes identify notes by string and finger number, with teacher support.	I can <b>independently identify and perform</b> some basic rhythmic values, can identify <b>and interpret</b> some musical symbols and vocabulary, and can identify some notes <b>on the staff</b> and some notes by string and finger number.	I can identify and perform basic rhythmic values, standard musical symbols and vocabulary, and notes on the staff <b>with fluency at a steady pulse.</b> (Rhythm: Quarter notes and rests, eighth notes, and half notes and rests. Vocabulary and musical symbols: General music vocabulary, plus arco and pizzicato (string-specific). Note reading: D Major scale notes)	I can identify and perform basic rhythmic values, standard musical symbols and vocabulary, and notes on the staff with fluency at a steady pulse <b>at various tempos.</b>
Performance Technique				
I can <b>independently</b> perform with proper instrument-specific posture and technique, and can listen <b>and adjust</b> for intonation.	I can demonstrate proper instrument-specific posture and technique with teacher support, and can play in tune if I am looking at my finger tapes.	I can <b>perform</b> with proper posture and technique with teacher support, and can <b>identify when my intonation matches my neighbor.</b> (My fingers are frequently off tapes. I need to check my fingers often.)	I can <b>independently</b> perform with proper instrument-specific posture and technique, and can listen <b>and adjust</b> for intonation. (Posture and technique: I sit/stand with feet flat. I hold my instrument at the correct angle to the floor and body. I keep my left thumb, elbow and arm in the correct position. Intonation: My fingers usually land on their tapes, so that I match my neighbor.)	I can <b>consistently</b> perform with proper instrument-specific posture and technique, and can <b>usually</b> play in tune without needing to adjust.

Benchmark	1	2	3	4
I can perform with a quality & characteristic tone alone or in an ensemble, and can problem solve to <b>adjust and fix</b> tone quality issues that I hear.	I can identify characteristic tone, and can perform using pizzicato (plucking).	I can sometimes play arco (with the bow) and pizzicato with a quality & characteristic tone, <b>and can problem solve to identify tone quality issues that I hear.</b>	I can perform with a quality & characteristic tone alone or in an ensemble, and can problem solve to <b>adjust and fix</b> tone quality issues that I hear. (Year 1 expectations: I hold my bow correctly with curved and relaxed fingers, use appropriate bow weight, and keep my bow moving parallel to the bridge.)	I can perform with a <b>consistent</b> quality & characteristic tone alone or in an ensemble.

Responsibility & Accountability

I can <b>consistently</b> come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.	I often forget to come to lessons, and/or bring my instrument, and/or complete my assignments.	I <b>sometimes</b> come on time to lessons and rehearsals, and/or forget my instrument or materials, and/or complete my weekly assignments.	I can <b>consistently</b> come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.	I <b>seek out opportunities to help</b> my lesson groups and rehearsals run smoothly. (Reminding peers of lesson times, helping the teacher to set up or clean up, etc.)
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