

4th Grade Report Card Benchmarks
Jackson Township School District

Language Arts Literacy - Grade 4				
Reading: Literature and Informational Text				
<i>Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>				
Marking Period	1	2	3	4
ALL	With some prompting and teacher support, student will apply the following skills: refer to details from the text when explaining what the text says explicitly and when drawing inferences from the text.	Student will occasionally apply the following skills with independence: refer to details from the text when explaining what the text says explicitly and when drawing inferences from the text.	Student will consistently apply the following skills with independence: refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently surpasses grade level expectations when referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text with high levels of quality and complexity.
<i>Determines the theme or main idea of a text, story, drama or poem and explains how it is supported by key details; summarizes the text.</i>				
Marking Period	1	2	3	4
ALL	With some prompting and teacher support, the student will apply the following skills: determine the theme or main idea of a text, story, drama, or poem and explains how it is supported by key details; summarize the text	The student will occasionally apply the following skills with independence: -determine the theme or main idea of a text, story, drama or poem -explain how the theme is supported by key details. -summarize the text.	The student consistently applies the following skills with independence: determine the theme or main idea of a text, story, drama or poem and explain how the them is supported by key details. Can summarize the parts of the story, including the story elements. .	The student consistently surpasses grade level expectations with high levels of quality and complexity when summarizing the text, determining the theme or main idea of a text, story, drama or poem, and explaining how the theme is supported by key details.
<i>Describes a series of procedures, motivations, concepts and /or character, setting or event drawing on specific details, thoughts, and actions.</i>				

Marking Period	1	2	3	4
ALL	<p>With some prompting and support, students will apply the following skills: describe in depth a character, setting, or event in the story or drama, drawing on specific details in the text (ex: a character's thoughts, words, or actions)</p> <p>explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>The student will occasionally apply the following skills with independence: describe in depth a character, setting, or event in the story or drama, drawing on specific details in the text (ex: a character's thoughts, words, or actions)</p> <p>explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Student will consistently apply the following skills with independence: describe in depth a character, setting, or event in the story or drama, drawing on specific details in the text (ex: a character's thoughts, words, or actions)</p> <p>explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>The student consistently surpasses grade level expectations with high levels of quality and complexity when describing a character, setting, or event in the story or drama, drawing on specific details in the text, or explaining events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

Determines the meaning of words, phrases and/or academic specific vocabulary as they are used in text.

Marking Period	1	2	3	4
ALL	<p>With some prompting and support, students will apply the following skills: use context as a clue to the meaning of a word or phrase begin to use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word consult reference materials for the pronunciation and precise meaning or key words and phrases-use literary language (such as genre, narrator, setting) when talking about story elements.</p>	<p>The student will occasionally apply the following skills with independence: use context as a clue to the meaning of a word or phrase, begin to use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word consult reference materials for the pronunciation and precise meaning of key words and phrases.-use literary language (such as genre, narrator, setting) when talking about story elements.</p>	<p>The student independently applies the following skills: use context as a clue to the meaning of a word or phrase use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word consult reference materials for the pronunciation and precise meaning of key words and phrases-use literary language (such as genre, narrator, setting) when talking about story elements.</p>	<p>The student consistently surpasses grade level expectations with quality and complexity when determining the meaning of words, phrases, and/or academic specific vocabulary as they are used in text.</p>

Incorporates and uses text features and overall structure; explain major differences between poems, drama, and prose. (chronology, comparison, cause/effect, problem/solution, characters, setting) (RL/RI.4.5)

Marking Period	1	2	3	4
ALL	<p>With some prompting and support, students will apply the following skills: compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures. Integrate information from two texts on the same topic in order to write or speak about the topic knowledgeably.</p> <ul style="list-style-type: none"> - use the primary structures in a text to help grasp what it is mostly about. 	<p>With limited prompting and support, students will apply the following skills: compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures. Integrate information from two texts on the same topic in order to write or speak about the topic knowledgeably.</p> <ul style="list-style-type: none"> - use the primary structures in a text to help grasp what it is mostly about. 	<p>The student independently applies the following skills with independence: compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures and integrate information from two texts on the same topic in order to write or speak about the topic knowledgeably.</p> <ul style="list-style-type: none"> - use the primary structures in a text to help grasp what it is mostly about. 	<p>The student consistently surpasses grade level expectations with quality and complexity when incorporating and using text features and overall structure and explaining differences between poems, drama, and prose.</p>

Compares and contrasts the differences in the accounts of an event (first and third person narration: primary and secondary sources).

Marking Period	1	2	3	4
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ALL	<p>With some prompting and teacher support, students will apply the following skills:</p> <ul style="list-style-type: none"> -identify the point of view in a story, ask themselves "Who is telling this story? Who is the narrator?" -compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. -compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided - tell how the difference in points of view will result in differences in the accounts of an event. 	<p>Student will occasionally apply the following skills with independence:</p> <ul style="list-style-type: none"> -identify the point of view in a story, ask themselves "Who is telling this story? Who is the narrator?" -compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. -compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided - tell how the difference in points of view will result in differences in the accounts of an event. 	<p>Student will consistently apply the following skills with independence:</p> <ul style="list-style-type: none"> -identify the point of view in a story, ask themselves "Who is telling this story? Who is the narrator?" -compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. -compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided - tell how the difference in points of view will result in differences in the accounts of an event. 	<p>The student consistently surpasses grade level expectations with quality and complexity when comparing and contrasting the differences in the accounts of an event (first and third person narration/ primary and secondary sources).</p>
<p><i>Interprets information from texts and makes connections between texts and or visuals and explains how the information contributes to understanding.</i></p>				
Marking Period	1	2	3	4

ALL	<p>With some prompting and teacher support, the student will apply the following skills: make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text and interpret information from graphic features (ex: charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) explain how the information contributes to an understanding of the text.</p>	<p>The student will occasionally apply the following skills with independence: make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text and interpret information from graphic features (ex: charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) explain how the information contributes to an understanding of the text.</p>	<p>The students will consistently apply the following skills with independence: make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text and interpret information from graphic features (ex: charts, graphs, diagrams, timelines, animations, interactive elements on Web pages) explain how the information contributes to an understanding of the text.</p>	<p>The student consistently surpasses grade level expectations interpreting information from texts and making connections between texts and/or visuals and explaining how the information contributes to their understanding with high levels of quality and complexity.</p>
<p><i>Explains how an author uses reasons and evidence to support particular points in a text.</i></p>				
Marking Period	1	2	3	4
ALL	<p>With some prompting and teacher support, the student will apply the following skills: explain how an author uses reasons and details to support particular points in a text answer questions such as: "The main thing the author is telling us is that_____." "What reasons does he give to convince us?" -talk about why an author included one part of a text and how it is important to the main idea (such as a paragraph may be an example of a main idea or a different perspective on that idea).</p>	<p>The student will occasionally apply the following skills with independence: explain how an author uses reasons and details to support particular points in a text answer questions such as: "The main thing the author is telling us is that_____." "What reasons does he give to convince us?" -talk about why an author included one part of a text and how it is important to the main idea (such as a paragraph may be an example of a main idea or a different perspective on that idea).</p>	<p>The student will consistently apply the following skills with independence: explain how an author uses reasons and details to support particular points in a text answer questions such as: "The main thing the author is telling us is that_____." "What reasons does he give to convince us?" -talk about why an author included one part of a text and how it is important to the main idea (such as a paragraph may be an example of a main idea or a different perspective on that idea).</p>	<p>The student consistently surpasses grade level expectations when explaining how an author uses reasons and evidence to support particular points in a text.</p>

Integrates information and compares/contrasts similar themes and topics and patterns of events in order to write or speak about the subject knowledgeably.

Marking Period	1	2	3	4
ALL	<p>With some prompting and teacher support, the student will apply the following skills: - discuss similarities and differences in stories noticing theme</p> <p>-compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>-collect and merge information from two or more texts (or parts of a long text) on a topic in a way that makes a new organization for the combined information</p> <p>-categorize the information into subtopics and sort the information from two or more texts into those categories.</p>	<p>The student will occasionally apply the following skills with independence: - discuss similarities and differences in stories noticing theme</p> <p>-compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>-collect and merge information from two or more texts (or parts of a long text) on a topic in a way that makes a new organization for the combined information</p> <p>-categorize the information into subtopics and sort the information from two or more texts into those categories.</p>	<p>The student will consistently apply the following skills with independence: - discuss similarities and differences in stories noticing theme</p> <p>-compare and contrast the treatment of similar themes and topics (ex: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>-collect and merge information from two or more texts (or parts of a long text) on a topic in a way that makes a new organization for the combined information</p> <p>-categorize the information into subtopics and sort the information from two or more texts into those categories.</p>	<p>The student consistently surpasses grade level expectations when integrating information or comparing and contrasting similar themes and topics and patterns of events with high levels of quality and complexity when writing or speaking about the subject.</p>

Reading: Foundational Skills

Knows and applies grade level phonics and word analysis when decoding and writing.

Marking Period	1	2	3	4
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ALL	<p>With some prompting and teacher support, the student is able to apply the following skills:</p> <ul style="list-style-type: none"> -Use combined knowledge of all letter-sound correspondences, syllabication, patterns and morphology (ex: roots and affixes) to accurately read unfamiliar multisyllabic words, including names, in context and out of context -use what they know about word families and spelling rules when spelling and editing. 	<p>The student will occasionally apply the following skills with independence:</p> <ul style="list-style-type: none"> -Use combined knowledge of all letter-sound correspondences, syllabication, patterns and morphology (ex: roots and affixes) to accurately read unfamiliar multisyllabic words, including names, in context and out of context -use what they know about word families and spelling rules when spelling and editing. 	<p>The student will consistently apply the following skills with independence:</p> <ul style="list-style-type: none"> -Use combined knowledge of all letter-sound correspondences, syllabication, patterns and morphology (ex: roots and affixes) to accurately read unfamiliar multisyllabic words, including names, in context and out of context -use what they know about word families and spelling rules when spelling and editing. 	<p>The student consistently surpasses grade level expectations with high levels of quality and complexity when applying phonics and word analysis when decoding and writing.</p>
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Reads on-level text with accuracy and fluency to support comprehension.

Marking Period	1	2	3	4
ALL	<p>The student reads significantly below grade level text with appropriate accuracy and fluency to support comprehension at that level. Performance is a reflection of teacher support and prompting.</p>	<p>The student reads below grade level text with appropriate accuracy and fluency to support comprehension at that level.</p>	<p>When reading on grade level text the student consistently applies the following skills with independence:</p> <ul style="list-style-type: none"> - demonstrates fluent reading - reads accurately -reads longer sentences in phrases -attends to some internal punctuation and most ending punctuation -expression is matched to text. 	<p>The student consistently surpasses grade level expectations and reads texts with accuracy and fluency to support comprehension.</p>

Writing: Opinion

Writes opinion pieces on topics or texts supporting a point of view with reasons and information.

Marking Period	1	2	3	4
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MP2	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer told their opinion and ideas on a text or a topic and helped them understand her reasons. The writer not only named the reasons to support the opinion, but also wrote more about each one. The writer wrote in ways that got them thinking or feeling in certain ways.</p>	<p>The writer consistently meets grade level standards. The writer made a claim about a topic or a text and tried to support their claim with reason and information. The writer chose the reasons to convince his readers. The writer included examples and information to support the reasons. The writer used a convincing tone. The writer made choices about which evidence was best to include or not to include to support the points.</p>	<p>The writer consistently surpasses grade level standards. With independence, the writer makes a claim about a topic or text that is supported with reasons and includes examples and information to support the reasons, perhaps from a text, personal knowledge, or their life. The writer puts the reasons in an order that would be most convincing. The writer uses evidence such as facts, examples, quotations, micro-stories, and information to support the claim.</p>
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Demonstrates an organizational structure to list reasons that support their opinion and are supported by details and facts.

Marking Period	1	2	3	4
MP2	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer wrote several reasons or examples why readers should agree with their opinion and wrote several sentences about each reason. With prompting and support, the writer organized her information so that each part of her writing was mostly about one thing.</p>	<p>The writer consistently meets grade levels standards. The writer wrote several reasons or examples why readers should agree with her opinion and wrote at least several sentences about each reason. With limited support, the writer organized her information so that each part of her writing was mostly about one thing. The writer separated sections of information using paragraphs.</p>	<p>The writer consistently surpasses grade level standards. With independence, the writer includes several reasons or examples why readers should agree with the stated opinion and several sentences about each reason. The writer independently and consistently groups information and related ideas into paragraphs. The writer puts the parts of their writing in the order that most suits the purpose and helps prove the reasons and claim.</p>

Uses linking words and phrases (e.g. for instance, in order to, in addition) to connect opinions and reasons.

Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer connected her ideas and reasons with their examples using words such as <i>for example</i> and <i>because</i> . The writer connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer consistently meets grade level standards. The writer uses words and phrases to glue parts of the piece together. Ex: <i>for example, another example, one time, and for instance</i> to show shifting from saying reasons to giving evidence; and <i>in addition to, also, and another</i> to show when making to make a new point.	The writer consistently surpasses grade level standards. With independence, the writer uses transition words and phrases to connect evidence back to the reasons using phrases such as <i>this shows that...</i> The writer helped readers follow their thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . To show what happened, the writer used phrases such as <i>consequently</i> and <i>because of</i> . The writer used words such as <i>specifically</i> and <i>in particular</i> to be more precise.
<i>Provides closure on an opinion piece.</i>				
Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer worked on an ending with a thought or comment related to his opinion.	The writer consistently meets grade level standards. The writer writes endings in which they restate and reflect on the claim, ex: suggesting an action or response based on what was written.	The writer consistently surpasses grade level standards. With independence, the writer works on a conclusion in which they have connected back to and highlighted what the text was mainly about, not just the preceding paragraph.
Writing: Informative/Explanatory				
<i>Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly.</i>				
Marking Period	1	2	3	4

MP3	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer teaches readers information about a subject. The writer puts in ideas, observations, and questions. The writer groups information into parts. Each part is mostly about one thing that connected to the big topic.</p>	<p>The writer consistently meets grade level standards. The writer teaches readers information about a subject. The writer includes facts, details, quotes, and ideas into each part of their writing. The writer groups information into sections and uses paragraphs and sometimes chapters to separate the sections. Each section has information that is mainly about the same thing. The writer uses headings and subheadings with support.</p>	<p>The writer consistently surpasses grade level standards. With independence, the writer uses facts, details, quotes, and ideas to teach readers different things about a subject. The writer uses headings and subheadings to highlight separate sections and writes each section according to an organizational plan shaped by the genre of the section.</p>
<p><i>Writes an introduction about a topic whereby facts, details and definitions are grouped together in paragraphs and sections (text features).</i></p>				
Marking Period	1	2	3	4
MP3	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer wrote a beginning in which he got readers ready to learn a lot of information about the subject, grouped her information into parts, each part was mostly about one thing that connected to her big topic, and wrote facts, definitions, details, and observations about his topic and explained some of them.</p>	<p>The writer consistently meets grade level standards. With limited support, the writer wrote a beginning in which he got readers ready to learn a lot of information about the subject, grouped her information into parts, each part was mostly about one thing that connected to her big topic, and wrote facts, definitions, details, and observations about his topic and explained some of them.</p>	<p>The writer consistently surpasses grade level standards. Hooks the readers by explaining why the subject matters, telling a surprising fact or giving a big picture. Lets the reader know they will be learning different things about a subject.</p>
<p><i>Uses linking words and phrases (e.g. another, for example, also, because) to connect ideas within categories of texts.</i></p>				
Marking Period	1	2	3	4

MP3	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer uses words to show sequence such as <i>before, after, then, and later</i> . The writer uses words to show what did not fit such as <i>however</i> and <i>but</i> .	The writer consistently meets grade level standards. The writer uses words and phrases in each section to help readers understand how one piece of information connects with others. When writing a section in sequence, the writer uses words and phrases such as <i>before, later, next, then, and after</i> . When organizing the section in kinds or parts, the writer uses words such as <i>another, also, and for example</i> .	The writer consistently surpasses grade level standards. When the writer writes about results, they use words and phrases such as <i>consequently, as a result, and because of this</i> . When comparing information, the writer uses phrases such as <i>in contrast, by comparison, and especially</i> . In narrative parts, phrases such as <i>a little later, and three hours later</i> are used. In the sections that state an opinion, the writer uses words such as <i>but the most important reason, for example, and consequently</i> .
Marking Period	1	2	3	4
MP3	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer chooses expert words to teach readers a lot about the subject.	The writer consistently meets grade level standards. The writer makes deliberate word choices to teach their readers. The writer may do this by using and repeating key words about the topic. The writer chooses interesting comparisons and uses figurative language to clarify points. The writer uses a teaching tone and may use phrases such as <i>that means, what they really mean is, and let me explain</i> .	The writer consistently surpasses grade level standards. The writer makes deliberate word choices to have an effect on the reader and uses vocabulary of the experts and explains key terms. The writer works to include the exact phrases, comparisons, or images that would explain information and concepts. The writer uses a consistent teaching tone and varies their sentences to help readers understand the information.
<i>Provides a concluding statement or section related to the information.</i>				
Marking Period	1	2	3	4

MP3	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer writes endings that draw conclusions, ask questions, or suggest ways readers might respond.</p>	<p>The writer consistently meets grade level standards. The writer writes endings that remind readers of the subject and may suggest a follow up action or leave readers with a final insight. The writer adds their own thoughts, feelings, and questions about the subject at the end.</p>	<p>The writer consistently surpasses grade level standards. The writer writes conclusions in which they restate the main points and may offer a final thought or question for readers to consider.</p>
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Writing: Narrative

Writes narratives to develop real or imagined experiences or events using effective techniques.

Marking Period	1	2	3	4
MP1	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer develops a real experience or event using effective techniques, descriptive details and clear event sequences.</p>	<p>The writer consistently meets grade level standards. The writer develops a real experience or event using effective technique, descriptive details and clear event sequences.</p> <p>The writer writes the important part of an event bit by bit and takes out unimportant parts.</p>	<p>The writer consistently surpasses grade level standards. The writer develops real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.</p> <p>The writer writes the story of an important moment. It reads like a story, even though it might be a true account.</p>

Organizes an event sequence that establishes a situation.

Marking Period	1	2	3	4
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MP1	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer writes beginnings which establish a situation by helping readers know who the characters are and the setting. The writer uses paragraphs and skips lines to separate what happens in the beginning from what happens in the middle and the end of the story.</p>	<p>The writer consistently meets grade level standards. With limited support, the writer writes beginnings which establish a situation by showing what is happening and where, getting readers into the world of the story. The writer uses paragraphs to separate the different parts or times of the story or to show when a new character is speaking.</p>	<p>The writer consistently surpasses grade level standards. The writer writes beginnings in which they not only show what is happening and where, but also give some clues as to what would later become a problem for the main character. The writer uses paragraphs to separate different parts or times of the story and to show when a new character is speaking. Some parts of the story are longer and more developed than others.</p>
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Uses dialogue and descriptions to develop experiences and shows the responses of characters to situations.

Marking Period	1	2	3	4
MP1	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer works to bring the characters to life with details, talk, and action and to show what is happening to (and within) the characters.</p>	<p>The writer consistently meets grade level standards. With limited support, the writer uses dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or shows the response of characters to situations. The writer adds more to the heart of their story, including not only actions and dialogue but also thoughts and feelings. The writer shows character motivation by including their thinking.</p>	<p>The writer consistently surpasses grade level standards. The writer develops characters, setting, and plot throughout the story, especially the heart of the story. The writer uses a blend of description, action, dialogue, and thinking to develop the characters and to show how characters respond to situations. The writer shows character motivation by including their thinking and their responses to situations.</p>

Uses a variety of transitional words and phrases.

Marking Period	1	2	3	4
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MP1	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer tells their story in order by using phrases such as <i>a little later</i> and <i>after that</i>.</p>	<p>The writer consistently meets grade level standards. With limited support, the writer uses temporal words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed). The writer makes some parts of the story go quickly, and some go slowly.</p>	<p>The writer consistently surpasses grade level standards. The writer uses transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>earlier that morning, three hours later</i>). The writer slows down the heart of the story.</p>
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Uses concrete words, phrases, and sensory details to convey experiences or events.

Marking Period	1	2	3	4
MP1	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer uses strong words and writes their stories in ways which help readers to picture what is happening, which helps bring the story to life.</p>	<p>The writer consistently meets grade level standards. With limited support, the writer includes precise and sometimes sensory details. The writer uses figurative language (simile, metaphor, personification) to bring the story to life. The writer uses a storytelling voice and conveys the emotion or tone of a story through description, phrases, dialogue, and thoughts.</p>	<p>The writer consistently surpasses grade level standards. The writer includes precise details and uses figurative language so that readers can picture the setting, characters, and events. The writer uses some objects or actions as symbols to bring forth meaning. The writer varies the sentences to create the pace and tone of the narrative.</p>

Provides a conclusion that follows from the narrated events.

Marking Period	1	2	3	4
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MP1	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer chooses the action, talk, or feeling that would make a good ending and works to write it well.	The writer consistently meets grade level standards. With limited support, the writer writes endings that connect to the beginning or the middle of a story. The writer uses action, dialogue, or feeling to bring their stories to a close.	The writer consistently surpasses grade level standards. The writer writes endings that connect to the main parts of a story. The character said, did, or realized something at the end that came from what happened in the story. The writer gives readers a sense of closure.
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Writing Process and Publishing

Plans, revises, edits and publishes written work as to the task and audience.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With significant prompting and teacher support, the student will apply the following skills: produces informational writing that is clear and understandable to the reader. Writing reflects organization and development of the topic. Uses graphic organizers for planning. Demonstrates ability to revise by changing word choice and sentence structure to strengthen piece. Recognizes and uses strategies to correct spelling (such as utilizing a word wall or dictionary), grammar, and punctuation errors.	With limited support from peers and adults students will apply the following skills: Produces informational writing that is clear and understandable to the reader. Writing reflects organization and development of the topic. Uses graphic organizers for planning. Demonstrates ability to revise by changing word choice and sentence structure to strengthen piece. Recognizes and uses strategies to correct spelling (such as utilizing a word wall or dictionary), grammar, and punctuation errors.	The student consistently surpasses grade level expectations and works with independence when planning, revising, editing and publishing written work.

Language

Demonstrates command of the conventions of standard English grammar and usage when writing (capitalization, punctuation, and spelling) or speaking.

Marking Period	1	2	3	4
ALL	<p>With some prompting and teacher support, the student demonstrates a command of the conventions of standard English grammar including: Uses what they know about word families and spelling rules for spelling. Writes long, complex sentences using commas to make them clear and correct. Using relative pronouns and relative adverbs. Forming and using the progressive verb tenses</p> <p>Ordering adjectives within sentences according to conventional patterns</p> <p>Forming and using prepositional phrases.</p> <p>Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly using frequently confused words.</p>	<p>The student will occasionally independently demonstrate a command of the conventions of standard English grammar including: Uses what they know about word families and spelling rules for spelling. Writes long, complex sentences using commas to make them clear and correct. Using relative pronouns and relative adverbs. Forming and using the progressive verb tenses</p> <p>Ordering adjectives within sentences according to conventional patterns</p> <p>Forming and using prepositional phrases.</p> <p>Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly using frequently confused words.</p>	<p>The student will consistently and independently demonstrate a command of the conventions of standard English grammar including: Uses what they know about word families and spelling rules for spelling. Writes long, complex sentences using commas to make them clear and correct. Using relative pronouns and relative adverbs. Forming and using the progressive verb tenses</p> <p>Ordering adjectives within sentences according to conventional patterns</p> <p>Forming and using prepositional phrases.</p> <p>Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly using frequently confused words.</p>	<p>The student consistently surpasses grade level expectations with high levels of quality and complexity when demonstrating command of the conventions of standard English grammar when writing or speaking.</p>
<i>Uses knowledge of language and its conventions when writing, speaking, reading, or listening.</i>				
Marking Period	1	2	3	4

ALL	<p>With some prompting and teacher support, students will apply the following skills when speaking or writing:</p> <p>Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style.</p>	<p>Student will occasionally apply the following skills with independence when speaking or writing:</p> <p>Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style.</p>	<p>Student will consistently apply the following skills with independence when speaking or writing:</p> <p>Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style.</p>	<p>The student consistently surpasses grade level expectations when using knowledge of language and its conventions when writing, speaking, reading, or listening with high levels of quality and complexity.</p>
<p><i>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies, demonstrates understanding of word relationships and nuance in word meaning, and acquires and uses accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</i></p>				
Marking Period	1	2	3	4

ALL	<p>With some prompting and teacher support, the student will apply the following skills when speaking or writing: Notice words that are not used in everyday speech and use context clues to substitute a word or phrase that means the same thing. Consult reference materials (ex: dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Know and begin to use academic vocabulary words, not familiar in everyday speech, but common to Grade-level text. Know and begin to explain the meaning of simple similes and metaphors, common idioms, adages and proverbs.</p>	<p>The student will occasionally apply the following skills with independence when speaking or writing: Notice words that are not used in everyday speech and use context clues to substitute a word or phrase that means the same thing. Consult reference materials (ex: dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Know and begin to use academic vocabulary words, not familiar in everyday speech, but common to Grade-level text. Know and begin to explain the meaning of simple similes and metaphors, common idioms, adages and proverbs.</p>	<p>The student will consistently apply the following skills with independence when speaking or writing: Notice words that are not used in everyday speech and use context clues to substitute a word or phrase that means the same thing. Consult reference materials (ex: dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Know and begin to use academic vocabulary words, not familiar in everyday speech, but common to Grade-level text. Know and begin to explain the meaning of simple similes and metaphors, common idioms, adages and proverbs.</p>	<p>The student consistently surpasses grade level expectations when determining or clarifying the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, demonstrating understanding of word relationships and nuance in word meaning, and acquiring and using accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	
	Mathematics - Grade 4				
	Operations and Algebraic Thinking				
	<i>Interprets a multiplication equation as a comparison.</i>				
Marking Period	1	2	3	4	

MP2 & 3	Student is unable or rarely able to understand multiplication meanings and facts.	Student sometimes understands multiplication meanings and facts.	Student consistently understands the meanings of multiplication, as repeated equal groups, used in arrays and comparisons. Student identifies patterns in multiplication facts 2, 5, & 9; applies multiplication properties; can solve facts through 12.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.
<i>Determines the unknown whole number in a multiplication or division problem.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to demonstrate understanding of patterns and expressions.	Student is sometimes able to demonstrate understanding of patterns and expressions.	Student consistently understands the concept of a variable as a symbol that stands for a number in an algebraic expression. Student works with variables in a table. Student determines a rule for numbers in a table and writes an expression. Student uses a pattern to identify the relationship between two quantities. Student determines the value of an unknown in a simple addition, subtraction, multiplication, or division equation.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself
<i>Uses the four operations to multi-step word problems and interprets the unknown with a variable and check for reasonableness.</i>				
Marking Period	1	2	3	4

ALL	Student is unable or rarely able solves multi-step word problems involving all four operations as presented.	Student is sometimes able to solve multi-step word problems involving all four operations including variables and interpreting remainders.	Student accurately solves multi-step word problems involving all four operations including variables and interpreting remainders. Student demonstrates the ability to check for reasonableness of an answer.	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.
<i>Identifies factor pairs and multiples for all whole numbers to 100. Determines if that number is prime or composite.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to find all factor pairs and multiples for all whole numbers to 100 or determine prime and composite.	Student sometimes finds factor pairs and multiples for all whole numbers to 100; sometimes determines prime and composite numbers.	Accurately and consistently identifies all factor pairs and multiples for all whole numbers to 100; determines prime and composite.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
<i>Generates a number or shape pattern that follows a given rule.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to generate a number or shape pattern that follows a given rule.	Student is sometimes able to generate a number or shape pattern that follows a given rule.	Student accurately and consistently creates a number or shape pattern that follows a rule.	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.
Numbers and Operations Base Ten				
<i>Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</i>				
Marking Period	1	2	3	4

ALL	Student is unable or rarely able to recognize place value concepts in the base ten numeration system.	Student is sometimes able to recognize place value concepts in the base ten numeration system.	Student accurately and consistently recognizes place value concepts in the base ten numeration system. Student accurately and consistently recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.
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Reads and writes multi-digit whole numbers in its various forms using whole numbers and compares using place value concepts.

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to read and write multi-digit whole numbers in their various forms or compare whole numbers.	Student is sometimes able to read and write multi-digit whole numbers in their various forms or compare whole numbers.	Student is able to consistently and accurately read and write multi-digit whole numbers in their various forms. (Expanded form, standard form, and word form.) Student is able to consistently and accurately compare whole numbers using place value concepts. (<,>=)	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Uses place value understanding to round multi digit whole numbers to any place.

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to use place value understanding to round and multi-digit whole numbers.	Student is sometimes able to use place value understanding to round and multi-digit whole numbers.	Student is able to consistently and accurately use place value understanding to round multi-digit whole numbers to any place.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself

Fluently adds and subtracts multi-digit whole numbers using the standard algorithm.

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to add and subtract multi-digit whole numbers using the standard algorithm.	Student is sometimes able to add and subtract multi-digit whole numbers using the standard algorithm.	Student is able to consistently and accurately add and subtract multi-digit whole numbers.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Multiplies and models a whole number or up to four digits by one digit and two digit by two digit using place value and properties of operations.

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to multiply or model using place value and properties of operations.	Student is sometimes able to multiply or model using place value and properties of operations.	Student is able to consistently and accurately multiply a whole number of up to four digits by one digit and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain by using equations, rectangular arrays, and/or area models.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Divides and models a whole number of up to four digits by one digit and using place value and properties of operations and inverse relationship between multiplication and division.

Marking Period	1	2	3	4
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ALL	Student is unable or rarely able to divide or model using place value, properties of operations, and/or inverse operations.	Student is sometimes able to divide or model using place value, properties of operations, and/or inverse operations.	Student is able to consistently and accurately 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
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Numbers and Operations - Fractions

Explains equivalent fractions by using visual models.

Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to explain equivalent fractions by using visual models.	Student sometimes explains equivalent fractions by using visual models.	Student consistently and accurately generates, compares, and explains fractions and their equivalents using visual fraction models.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Compares fractions with different numerators and different denominators.

Marking Period	1	2	3	4

MP2 & 3	Student is unable or rarely able to compare two fractions with different numerators and different denominators.	Student sometimes compares two fractions with different numerators and different denominators.	Student consistently and accurately compares two fractions with different numerators and denominators to the same whole by either: creating common denominators or numerators, comparing to a benchmark fraction, and record the comparisons using $<$, $>$, or $=$ and justify the conclusion.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
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Understands adding and subtracting fractions and mixed numbers with like denominators.

Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to understand fraction a/b with $a > 1$ as a sum of fractions $1/b$.	Student sometimes understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	Student consistently and accurately understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Use addition and subtraction of fractions to join or separate parts of the same whole. Decompose a fraction into a sum of fraction with the same denominator in more than one way. Record and justify each decomposition with an equation and or visual model. Add and subtract mixed numbers with like denominators.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Multiplies a fraction by a whole number.

Marking Period	1	2	3	4
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MP2 & 3	Student is rarely able or unable to apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Student is sometimes able to apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Student is consistently and accurately able to apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$ using a visual model and equation to record. Understand a multiple of a/b as a multiple of $1/b$ and use this understanding to multiply a fraction by a whole number.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
<i>Solves word problems using fractional skills and concepts.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student rarely is able or is unable to solve word problems using fractional skills and concepts.	Student sometimes solves word problems accurately using fractional skills and concepts.	Student consistently and accurately solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent. Student consistently and accurately solves word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
<i>Understands decimal notation for fractions, and compares decimal fractions.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to accurately compare ($<$, $>$, $=$) and/or, converts, and/or adds decimals using tenths and hundredths while justifying using a visual model.	Student sometimes accurately compares ($<$, $>$, $=$) and/or converts, and/or adds decimals using tenths and hundredths while justifying using a visual model.	Student consistently and accurately compares ($<$, $>$, $=$), converts, and adds decimals using tenths and hundredths while justifying using a visual model.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Measurement and Data

Solves problems involving measurement and conversion of measurements from a larger to a smaller unit.

Marking Period	1	2	3	4
MP3	Student is unable or rarely able to solve problems involving measurement and conversion of measurements from a larger to a smaller unit.	Student sometimes solves problems involving measurement and conversion of measurements from a larger to a smaller unit.	Student consistently and accurately: Convert measurements within one system: e.g.(distance, liquid volume, mass, and time) record equivalence in a two column table, Use the four operations to solve word problems involving (distance, liquid volume, mass, time, and money), and applies formulas for area and perimeter for rectangles in real world and mathematical problems.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Represents and interprets data.

Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to accurately solve problems involving addition and subtraction of fractions by using data presented in a line plot.	Student sometimes accurately solves problems involving addition and subtraction of fractions by using data presented in a line plot.	Student consistently and accurately solves problems involving addition and subtraction of fractions by using data presented in a line plot.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Geometric measurement: Understands concepts of angle and measure angles.

Marking Period	1	2	3	4
MP3	Student is unable or rarely able to understand concepts of angle and measure angles.	Student sometimes understands concepts of angle and measure angles.	Student consistently and accurately recognizes angles as geometric shapes as two rays that share a common endpoint. Angles are measured with reference to a circle. An angle that turns through $\frac{1}{360}$ of a circle is a one degree angle and can	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

			be used to measure angles.(n one-degree angles =n degrees)	
<i>Measures angles in whole number degree using a protractor.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to measure and/or sketches angles in whole number degree using a protractor.	Student sometimes measures and/or sketches angles in whole number degree using a protractor.	Student can consistently and accurately measure angles in whole number degrees using a protractor and sketch angles of specified measure.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.
<i>Recognizes angle measure as additive.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to recognize angle measures as additive.	Student sometimes recognizes angle measures as additive.	Student consistently and accurately solves addition and subtraction problems to find unknown angle measures on a diagram, in real world, and mathematical problems.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.
Geometry				
<i>Draws points, lines, line segments, rays, angles, and identifies these in two dimensional figures.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to draw points, lines, line segments, rays, angles, and identify these in two dimensional figures.	Student sometimes draws points, lines, line segments, rays, angles, and identifies these in two dimensional figures.	Student consistently and accurately draws points, lines (perpendicular and parallel), line segments, rays, angles (right, acute, obtuse), and identifies these in two dimensional figures.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Classifies two dimensional figures.

Marking Period	1	2	3	4
MP3	Student is unable or rarely able to classify two dimensional figures.	Student sometimes classifies two dimensional figures.	Student can consistently and accurately classify two dimensional figures by properties of lines (parallel, perpendicular) and angles. Recognize a right triangle as a category and identify.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Recognizes and draws lines of symmetry on two dimensional figures.

Marking Period	1	2	3	4
MP3	Student is rarely able or unable to recognize and draw lines of symmetry on two dimensional figures.	Student sometimes recognizes and draws lines of symmetry on two dimensional figures.	Student can consistently and accurately recognize and draw lines of symmetry on two dimensional figures. Identify line-symmetric figures.	Student consistently makes insightful connections to key vocabulary and independently challenges him/herself.

Social Studies- Grade 4

Acquires and applies key vocabulary.

Marking Period	1	2	3	4
ALL	Student is rarely able or is unable to demonstrate understanding of key vocabulary and its usage.	Student is beginning to demonstrate and apply understanding of key vocabulary and its usage.	Student consistently demonstrates understanding and application of key vocabulary and its usage.	Student consistently makes insightful connections to key vocabulary independently challenges him/herself.

Demonstrates an understanding of content knowledge.

Marking Period	1	2	3	4
ALL	Student rarely is able or is unable to demonstrate understanding of facts and/or key concepts relating to the content knowledge.	Student is beginning to demonstrate an understanding of facts and/or key concepts relating to the content knowledge	Student consistently demonstrates an understanding of facts and key concepts relating to the content knowledge	Student consistently makes insightful connections to content knowledge.

Utilizes Social Studies skills to maximize understanding.

Marking Period	1	2	3	4
ALL	Student rarely is able or is unable to utilize Social Studies skills to maximize understanding.	Student is beginning to utilize Social Studies skills to maximize understanding	Student consistently uses Social Studies skills to maximize understanding	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.

**Science - Grade 4
All Units**

Content: Demonstrates an understanding of content knowledge

Marking Period	1	2	3	4
ALL	The student is able to recognize and describe the core ideas.	The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon.	The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge.	The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis.

Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations

Marking Period	1	2	3	4
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ALL	The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student consistently is able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.
<i>Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process</i>				
Marking Period	1	2	3	4
ALL	The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.
<i>Performance Expectations: Satisfies performance expectations for the Design Challenge</i>				
Marking Period	1	2	3	4
	Students have designed a solution that did not follow any of the criteria and constraints of the design challenge.	Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge, and considers real world applications.
Special Areas - Grade 4				
Art - Grade 4				
<i>Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art.</i>				
Marking Period	1	2	3	4

ALL	<p>Student rarely demonstrates an understanding of the elements of art, the principles of design, and not able to identify and apply art vocabulary correctly. Student is unable to differentiate the differences between various art techniques. Student is unable to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student does not demonstrate creative expression of ideas.</p>	<p>Student is developing an understanding of the elements of art, the principles of design, and is beginning to identify and apply art vocabulary correctly. Student is beginning to differentiate the differences between various art techniques. Student is developing the skills to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student is beginning to demonstrate creative expression of ideas.</p>	<p>Student demonstrates an understanding of the elements of art, the principles of design, identifies and applies art vocabulary correctly. Student understands and differentiates the differences between various art techniques. Student is able to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student demonstrates creative expression of ideas.</p>	<p>Student consistently demonstrates an understanding of the elements of art, the principles of design, identifies and applies art vocabulary correctly. Student consistently understands and differentiates the differences between various art techniques. Student consistently creates 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student consistently demonstrates creative expression of ideas.</p>
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Uses evaluation tools to assess art.

Marking Period	1	2	3	4
ALL	<p>Student rarely uses evaluative tools such as rubrics for self-assessment. Student rarely uses visual art terminology to evaluate selected artwork.</p>	<p>Student is beginning to use evaluative tools such as rubrics for self-assessment. Student is able to use visual art terminology to evaluate selected artwork.</p>	<p>Student is able to use evaluative tools such as rubrics for self-assessment. Student is able to use visual art terminology to evaluate selected artwork.</p>	<p>Student is consistently able to use evaluative tools such as rubrics for self-assessment. Student is consistently able to use visual art terminology to evaluate selected artwork.</p>

Responds to artwork based on personal, cultural and historical points of view.

Marking Period	1	2	3	4

ALL	Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is rarely able to compare and contrast culturally and historically diverse works of art. Student rarely identifies and distinguishes between basic characteristics of artists and movements.	Student sometimes creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is beginning to compare and contrast culturally and historically diverse works of art. Student is beginning to identify and distinguish between basic characteristics of artists and movements.	Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is able to compare and contrast culturally and historically diverse works of art. Student identifies and distinguishes between basic characteristics of artists and movements.	Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is consistently able to compare and contrast culturally and historically diverse works of art. Student consistently identifies and distinguishes between basic characteristics of artists and movements.
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Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
ALL	Student rarely listens in class, focuses on a given task and respects rules, routines and procedures.	Student sometimes listens in class, focuses on a given task and respects rules, routines and procedures.	Student listens in class, focuses on a given task and respects rules, routines and procedures.	Student consistently listens in class, focuses on a given task and respects rules, routines and procedures.

Music - Grade 4

Demonstrates and understands skills and concepts.

Marking Period	1	2	3	4
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ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to sing or play music on the treble clef. • Student is unable to demonstrate the proper techniques used to play Orff instruments and/or the recorder. • Student is unable to perform in rounds, harmony, and/or partner songs. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to sing or play music on the treble clef. • Student is beginning to demonstrate the proper techniques used to play Orff instruments and/or the recorder. • Student is beginning to perform in rounds, harmony, and/or partner songs. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to sing or play music on the treble clef. • Student is able to demonstrate the proper techniques used to play Orff instruments and/or the recorder. • Student is able to perform in rounds, harmony, and/or partner songs. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to sing or play music on the treble clef. • Student is consistently able to demonstrate the proper techniques used to play Orff instruments and/or the recorder. • Student is consistently able to perform in rounds, harmony, and/or partner songs.
<i>Demonstrates an understanding of music reading and notation.</i>				
Marking Period	1	2	3	4
ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to read and identify whole, half, dotted half, quarter, paired eighth notes and corresponding rests. • Student is unable to read notes on the treble clef staff. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth notes and corresponding rests. • Student is beginning to read notes on the treble clef staff. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to read and identify whole, half, dotted half, quarter, paired eighth notes and corresponding rests. • Student is able to read notes on the treble clef staff. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth notes and corresponding rests. • Student is consistently able to read notes on the treble clef staff.

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
ALL	Student rarely listens in class and does not respect rules, routines, procedures, nor focuses on a given task.	Student sometimes listens in class, respects rules, routines, procedures and focuses on a given task.	Student listens in class, respects rules, routines, procedures and focuses on a given task.	Student consistently listens in class, respects rules, routines, procedures and focuses on a given task.

World Language - Grade 4

Exchange information using words, phrases and short sentences practiced in class. (Communication)

Marking Period	1	2	3	4
ALL	Student rarely demonstrates understanding of key vocabulary and its usage.	Student is beginning to demonstrate understanding of key vocabulary and its usage.	Student demonstrates a general understanding of key vocabulary and its usage.	Student consistently demonstrates understanding of key vocabulary and its usage.

Demonstrates an understanding of the practices and perspectives of the culture (Culture).

Marking Period	1	2	3	4
ALL	Student rarely demonstrates understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student is beginning to demonstrate an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student demonstrates a general understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student consistently demonstrates an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
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ALL	Student rarely listens in class or focuses on a given task and does not respect rules, routines, and procedures.	Student sometimes listens in class and focuses on a given task. Student sometimes respect rules, routines, and procedures.	Student generally listens in class and focuses on a given task. Student generally respects rules, routines, and procedures.	Student consistently listens in class and focuses on a given task. Student consistently respects rules, routines, and procedures.
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Physical Education - Grade 4

Participates and engages in moderate to vigorous age-appropriate activities.

Marking Period	1	2	3	4
ALL	Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation.	Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times.	Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time.	Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision.

Demonstrates understanding of concepts and skills.

Marking Period	1	2	3	4
ALL	Struggles perform safe, efficient, and effective movements during skill practice and in applied activity settings.	Occasionally able to perform some motor skills and concepts with occasional redirection needed.	Frequently demonstrates proficiency in most fine and gross motor skills and concepts.	Consistently demonstrates above-level proficiency in all concepts and skills presented in class.

Demonstrates control when moving in relation to others, objects, and boundaries in personal and general space.

Marking Period	1	2	3	4
ALL	Rarely demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Occasionally demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Frequently demonstrates control when moving in and around other, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Consistently demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.

Demonstrate good sportsmanship and appropriate behavior as both a player and an observer.

Marking Period	1	2	3	4
ALL	Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class	Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class	Frequently displays good sportsmanship and appropriate behavior during class.	Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules.

Media and Technology - Grade 4

Follows basic rules of the library/technology setting.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills

Utilizes technology to access online database resources.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

Creates a project using presentation software which will include text, graphics, symbols, and pictures.

Marking Period	1	2	3	4
All	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

Use of online safety skills.

Marking Period	1	2	3	4
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ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.
<i>Utilizes technology to gain an understanding of plagiarism and Internet safety.</i>				
Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.