

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 4

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Literacy Indicators

Foundational Reading and Fluency

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence, syllabication patterns, roots, or affixes to read unfamiliar multi-syllable words in context or out of context. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence, syllabication patterns, roots, or affixes to read unfamiliar multi-syllable words in context or out of context. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence, syllabication patterns, roots, or affixes to read unfamiliar multi-syllable words in context and out of context. 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence, syllabication patterns, roots, and affixes to read unfamiliar multi-syllable words in context and out of context.

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	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and Understanding. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding. • Read with sufficient accuracy and fluency to support comprehension.
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Reading Comprehension

Analysis of key ideas and details

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Refer to details or examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Refer to details or examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea/theme of a text. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Refer to details or examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea/theme of a text and explain how it is supported by key details. 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea/theme of a text and explain how it is supported

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		<ul style="list-style-type: none"> • Explain or describe key features of a text (characters, setting, events, procedures, ideas, or concepts). 	<p>by key details; summarize the text.</p> <ul style="list-style-type: none"> • Explain or describe key features of a text (characters, setting, events, procedures, ideas, or concepts) based on specific details.
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Reading Comprehension

Craft and Structure -- Analyze author's use of language, specific structure of text, and point of view

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words as they are used in a text. • Describe the overall structure of events, ideas, concepts, or information in 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases as they are used in a text relevant to a grade 4 topic or subject area. • Describe the overall 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area. • Describe the overall 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area. • Describe the overall

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a text or part of a text.	<p>structure of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> • Compare and contrast the point of view from which different texts are narrated. 	<p>structure of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> • Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations. • Explain major differences between poems, drama, and prose. 	<p>structure of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> • Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations. • Explain major differences between poems, drama, and prose, and refer to the structural elements when writing or speaking about a text.
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Reading Comprehension

Integration of Knowledge and Ideas -- Explain relationships and comparisons within and across texts

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>4th grade student at this level can:</p> <ul style="list-style-type: none"> • Compare similar themes, 	<p>4th grade student at this level can:</p> <ul style="list-style-type: none"> • Compare and contrast 	<p>4th grade student at this level can:</p> <ul style="list-style-type: none"> • Compare, contrast and 	<p>4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Compare, contrast and

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<p>topics, and patterns of events in different texts.</p> <ul style="list-style-type: none"> • Interpret nonfiction information presented visually, orally, or quantitatively. • Explain how an author uses reasons and evidence. 	<p>similar themes, topics, and patterns of events in different texts or genres.</p> <ul style="list-style-type: none"> • Interpret nonfiction information presented visually, orally, or quantitatively. • Explain how an author uses reasons and evidence to support particular points in a text. • Begin to integrate information from two texts on the same topic. 	<p>reflect on similar themes, topics, and patterns of events in different texts or genres.</p> <ul style="list-style-type: none"> • Interpret nonfiction information presented visually, orally, or quantitatively, and explain how the information contributes to understanding. • Explain how an author uses reasons and evidence to support particular points in a text. • Integrate information from two texts on the same topic in order to write or speak about the subject. • Make connections between a text and a visual or oral representation of the text. 	<p>reflect on the treatment of similar themes, topics, and patterns of events in different texts or genres.</p> <ul style="list-style-type: none"> • Interpret nonfiction information presented visually, orally, or quantitatively, and explain how the information contributes to understanding. • Explain how an author uses reasons and evidence to support particular points in a text. • Integrate information from two texts on the same topic in order to write or speak about the subject Knowledgeably. • Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
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Vocabulary

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Explain the meaning of simple similes and metaphors. • Begin to demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • 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. • Explain the meaning of simple similes and metaphors in context. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, Greek and Latin affixes and roots as clues to the meaning of a word. • Explain the meaning of simple similes and metaphors in context. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Recognize and explain the meaning of common

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		<ul style="list-style-type: none"> Recognize and begin to explain the meaning of common idioms, adages, and proverbs. 	idioms, adages, and proverbs.
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Writing Indicators

Writing Expression

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce a topic or opinion. In narrative text, orient the reader by establishing a situation. Develop the topic with reasons and/or facts. In narrative, use description to develop experiences or events. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce a topic or opinion clearly and create an organizational structure. In narrative text, orient the reader by establishing a situation and/or introducing characters. Develop the topic with reasons, facts, examples, definitions, and details 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce a topic or opinion clearly, and create an organizational structure in which related ideas are grouped. In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events. 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a

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<ul style="list-style-type: none"> • Provide a sense of closure. 	<p>including, from print and digital sources.</p> <ul style="list-style-type: none"> • In narrative, begin to use dialogue and description to develop experiences and events. • Begin to use transitional words and phrases to manage the sequence of ideas or events. • Provide a conclusion. 	<ul style="list-style-type: none"> • Develop the topic with reasons, facts, examples, definitions, details, begin citing text evidence, or other information, including from print and digital sources. • In narrative, use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use transitional words and phrases to manage the sequence of ideas or events. • Provide a conclusion somewhat related to the opinion, information, or narrated experience presented. 	<p>sequence of events.</p> <ul style="list-style-type: none"> • Develop the topic with reasons, facts, examples, definitions, concrete details, text evidence, or other information, including from print and digital sources. • In narrative, use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of ideas or events. • Provide a conclusion clearly related to the opinion, information, or narrated experience presented.
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Writing Conventions

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use relative pronouns and adverbs. • Use correct capitalization. • Choose words and phrases to convey ideas. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use relative pronouns and adverbs; begin to produce complete sentences. • Use correct capitalization; use commas; begin to spell grade-appropriate words correctly, consulting references as needed. • Choose words and phrases to convey ideas; begin to choose punctuation for effect. 	<p>A 4th grade student at this level can:</p> <ul style="list-style-type: none"> • Use relative pronouns and adverbs; form and use the progressive verb tenses; produce complete sentences. • Use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text; spell grade-appropriate words correctly, consulting references as needed. • Choose words and phrases to convey ideas precisely; choose punctuation for effect. 	<p>A 4th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use relative pronouns and adverbs; form and use the progressive verb tenses; use prepositional phrases; produce complete sentences; correctly use frequently confused words. • Use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words correctly, consulting references as needed. • Choose words and phrases to convey ideas precisely;

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			choose punctuation for effect.
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Mathematics Indicators

Math Report Card Rubric

Unit 1: Place Value and Operations with Whole Numbers

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fourth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> use strategies to add <i>or</i> subtract within 1,000,000. solve one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). read and write numbers using 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> uses strategies to add <i>or</i> subtract within 1,000,000. solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). reads and writes numbers using numbers, words, and expanded form to 1,000 (ex: 416, four hundred sixteen, $400 + 10 + 6$). 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> uses strategies to add and subtract within 1,000,000. solves two-step word problems using the four operations (+, -, ×, ÷). reads and writes numbers using numbers, words, and expanded form to 10,000 (ex: 3,416, three thousand four hundred sixteen, $3000 + 400 + 10 + 6$). 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> fluently adds and subtracts multi-digit whole numbers within 1,000,000 solves multi-step word problems using the four operations (+, -, ×, ÷). reads and writes numbers using numbers, words, and expanded form to 1,000,000 (ex: 3,416, three thousand four hundred sixteen, 3000

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<p>numbers, words, and expanded form to 1,000 (ex: 416, four hundred sixteen, $400 + 10 + 6$).</p> <ul style="list-style-type: none"> compare whole numbers to 10,000 using the symbols $>$, $<$, or $=$. round whole numbers up to 10,000 to any place value. show <i>or</i> explain reasoning skills. 	<ul style="list-style-type: none"> compares whole numbers to 10,000 using the symbols $>$, $<$, or $=$. rounds whole numbers up to 10,000 to any place value. shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> compares whole numbers to 100,000 using the symbols $>$, $<$, or $=$. rounds whole numbers up to 100,000 to any place value. shows <i>or</i> explains reasoning skills. 	<p>$+ 400 + 10 + 6$).</p> <ul style="list-style-type: none"> describes place value concepts of ten times more in whole numbers up to 1,000,000 (ex: 700 is 10 times greater than 70). compares whole numbers to 1,000,000 using the symbols $>$, $<$, or $=$. rounds whole numbers up to 1,000,000 to any place value. shows and explains reasoning skills.
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Math Report Card Rubric

Unit 2: Multiplication and Division

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards</p>	<p>3: Progress toward meeting end of year grade level standards</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth</p>
<p>A fourth-grade student at this level requires extensive support to:</p>	<p>A fourth-grade student at this level:</p>	<p>A fourth-grade student at this level:</p>	<p>A fourth-grade student at this level:</p>

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<ul style="list-style-type: none"> • understand factors and products (ex: factor \times factor = product). • generate number patterns following a rule. • multiply and divide within 100. • find perimeter by adding side lengths. • finds area by counting unit squares or multiplying side lengths. • distinguish between area and perimeter. • knows the relative sizes of measurement units within one system of measurement. • use strategies to add or subtract within 1,000,000. • solve one-step or two-step word 	<ul style="list-style-type: none"> • understands factors and products (ex: factor \times factor = product). • generates number patterns following a rule. • multiplies and divides within 100. • finds perimeter by adding side lengths. • finds area by counting unit squares or multiplying side lengths. • distinguishes between area and perimeter. • knows the relative sizes of measurement units within one system of measurement • uses strategies to add or subtract within 1,000,000. • solves one-step or two-step word problems using the four operations (+, -, \times, \div). • shows or explains reasoning 	<ul style="list-style-type: none"> • multiplies or divides to solve word problems involving multiplicative comparison using models (ex: 35 is 7 times as many as 5). • find factors pairs for a whole number in the range 1 - 100 using math tools. • generates number patterns or shape patterns following a rule. • multiplies up to a 4-digit whole number by a 1-digit whole number using models (ex: 2,346 \times 6). • divides up to 4-digit whole numbers by 1-digit whole numbers including problems with remainders using models (ex: 4562 \div 4). • applies the area or perimeter formulas for rectangles. • solves problems with perimeter or area. • converts larger units of 	<ul style="list-style-type: none"> • multiplies and divides to solve word problems involving multiplicative comparisons (ex: 35 is 7 times as many as 5). • finds all factor pairs for a whole number in the range 1 - 100 (ex: the factor pairs of 9 are 1 & 9 and 3 & 3). • generates number patterns and shape patterns following a given rule. • multiplies up to a 4-digit whole number by a 1-digit whole number and a two 2-digit whole numbers using strategies (ex: 2,346 \times 6; 24 \times 36). • divides up to 4-digit whole numbers by 1-digit whole numbers including problems with remainders using strategies (ex: 4562 \div 4). • applies the area and perimeter formulas for rectangles.
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<p>problems using the four operations (+, -, ×, ÷).</p> <ul style="list-style-type: none"> • show <i>or</i> explain reasoning skills with support. 	<p>skills with support.</p>	<p>measurement into smaller units of measurement within the same system.</p> <ul style="list-style-type: none"> • uses strategies to add and subtract within 1,000,000. • solves two-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> • solves problems with perimeter and area. • converts larger units of measurement to smaller units of measurement to solve problems involving length, liquid volume, mass, and weight. • fluently adds and subtracts multi-digit whole numbers within 1,000,000 • solves multi-step word problems using the four operations (+, -, ×, ÷). • shows and explains reasoning skills.
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Math Report Card Rubric

Unit 3: Fractions Concepts and Operations

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fourth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> recognize and generate simple equivalent fractions using fraction models (ex $\frac{1}{2} = \frac{2}{4}$). compare fractions with the same numerators or same denominators using the symbols $>$, $<$, or $=$. understand unit fractions (ex: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) add and subtract fractions with like denominators using fraction models. solve word problems involving addition or subtraction of fractions 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> recognizes and generates simple equivalent fractions using fraction models (ex: $\frac{1}{2} = \frac{2}{4}$). compares fractions with the same numerators or same denominators using the symbols $>$, $<$, or $=$. understands unit fractions (ex: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) adds and subtracts fractions with like denominators using fraction models. solves word problems involving addition or subtraction of fractions having like denominators 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> recognizes or generates equivalent fractions by using fraction models. uses fraction models to compare fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$. decomposes a fraction into a sum of fractions with the same denominator using models (ex: $\frac{3}{8} = \frac{2}{8} + \frac{1}{8}$). adds and subtracts fractions and mixed numbers with like denominators using fraction models. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> recognizes and generates equivalent fractions by using fraction models. compares fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$. decomposes a fraction into a sum of fractions with the same denominator (ex: $\frac{3}{8} = \frac{2}{8} + \frac{1}{8}$). adds and subtracts fractions and mixed numbers with like denominators. solves word problems involving addition and

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<p>having like denominators with fraction models.</p> <ul style="list-style-type: none"> ● use unit fractions to model repeated addition (ex: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$) ● create a line plot to display a set of measurements in fractions. ● use strategies to add <i>or</i> subtract within 1,000,000. ● solve one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● show <i>or</i> explain reasoning skills with support. 	<p>with fraction models.</p> <ul style="list-style-type: none"> ● uses unit fractions to model repeated addition (ex: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$) ● creates a line plot to display a set of measurements in fractions. ● uses strategies to add <i>or</i> subtract within 1,000,000. ● solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills with support. 	<ul style="list-style-type: none"> ● solves word problems involving addition and subtraction of fractions having like denominators with fraction models. ● multiplies a fraction by a whole number using a visual fraction model. ● solves word problems involving the multiplication of a fraction by a whole number using models. ● creates <i>or</i> analyzes a line plot to display a set of measurements in fractions. ● uses strategies to add and subtract within 1,000,000. ● solves two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills. 	<p>subtraction of fractions having like denominators.</p> <ul style="list-style-type: none"> ● multiplies a fraction by a whole number using a visual fraction model. ● solves word problems involving the multiplication of a fraction by a whole number using models and equations. ● creates and analyzes a line plot to display a set of measurements in fractions. ● fluently adds and subtracts multi-digit whole numbers within 1,000,000 ● solves multi-step word problems using the four operations (+, -, ×, ÷). ● shows and explains reasoning skills.
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Math Report Card Rubric

Unit 4: Decimal Concepts, Time and Money

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fourth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> understand equivalent fractions. compare whole numbers using symbols $>$, $=$, $<$. compare fractions with like denominators using symbols $>$, $=$, $<$. tell and write time to the nearest minute. use strategies to add <i>or</i> subtract within 1,000,000. solve one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). show <i>or</i> explain reasoning skills with support. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> understands equivalent fractions. compares whole numbers using symbols $>$, $=$, $<$. compares fractions with like denominators using symbols $>$, $=$, $<$. tells and writes time to the nearest minute. uses strategies to add <i>or</i> subtract within 1,000,000. solves one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). shows <i>or</i> explains reasoning skills with support. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> writes a fraction that has a denominator of 10 as an equivalent fraction with a denominator of 100 using fraction models. adds two fractions with denominators of 10 and 100 using fraction models. writes fractions as decimals <i>or</i> decimals as fractions with denominators of 10 and 100 (ex: $0.62 = \frac{62}{100}$) compares two decimals to hundredths using models. writes and solves equations to solve word problems involving time <i>or</i> money. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> writes a fraction that has a denominator of 10 as an equivalent fraction with a denominator of 100. adds two fractions with denominators of 10 and 100. writes fractions as decimals and decimals as fractions with denominators of 10 and 100 (ex: $0.62 = \frac{62}{100}$) compares two decimals to hundredths using symbols $>$, $=$, and $<$ and reasoning about their size. writes and solves equations to solve word problems involving time and money.

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		<ul style="list-style-type: none"> • uses strategies to add and subtract within 1,000,000. • solves two-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> • fluently adds and subtracts multi-digit whole numbers within 1,000,000 • solves multi-step word problems using the four operations (+, -, ×, ÷). • shows and explains reasoning skills.
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Math Report Card Rubric

Unit 5: Measurement and Shapes

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fourth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> • identifies points, lines, line segments, rays, perpendicular lines, parallel lines, and angles. • identifies two-dimensional figures. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> • identifies points, lines, line segments, rays, perpendicular lines, parallel lines, and angles. • identifies two-dimensional figures. 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> • identifies <i>or</i> draws points, lines, line segments, rays, perpendicular lines, parallel lines, and angles. • identifies two-dimensional figures by their attributes (ex: line segments, angles, 	<p>A fourth-grade student at this level:</p> <ul style="list-style-type: none"> • identifies and draws points, lines, line segments, rays, perpendicular lines, parallel lines, and angles. • classifies two-dimensional figures by their attributes (ex: line segments, angles,

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<ul style="list-style-type: none"> ● recognizes lines of symmetry in two-dimensional figures. ● uses strategies to add <i>or</i> subtract within 1,000,000. ● solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills with support. 	<ul style="list-style-type: none"> ● recognizes lines of symmetry in two-dimensional figures. ● uses strategies to add <i>or</i> subtract within 1,000,000. ● solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills with support. 	<p>perpendicular/parallel line segments).</p> <ul style="list-style-type: none"> ● uses addition and subtraction to find angle measures. ● recognizes <i>or</i> draws lines of symmetry in two-dimensional figures. ● uses strategies to add and subtract within 1,000,000. ● solves two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills. 	<p>perpendicular/parallel line segments).</p> <ul style="list-style-type: none"> ● uses addition and subtraction to solve word problems about angle measures. ● recognizes and draws lines of symmetry in two-dimensional figures. ● fluently adds and subtracts multi-digit whole numbers within 1,000,000. ● solves multi-step word problems using the four operations (+, -, ×, ÷). ● shows and explains reasoning skills.
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Special Area Indicators

Art Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and 	<p>A student at this level needs support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create 	<p>A student at this level can do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create 	<p>A student at this level at this level can consistently do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and

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<p>collaboratively to create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based vocabulary.</p> <ul style="list-style-type: none"> • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art. 	<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based vocabulary.</p> <ul style="list-style-type: none"> • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art. 	<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based vocabulary.</p> <ul style="list-style-type: none"> • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art. 	<p>collaboratively to create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based vocabulary.</p> <ul style="list-style-type: none"> • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art.
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Dance Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
A student at this level needs consistent support to do the following at the 4th grade level:	<p>A student at this level needs support to do the following at the 4th grade level:</p> <ul style="list-style-type: none"> • Analyze and identify 	<p>A student at this level is can do the following at the 4th grade level:</p> <ul style="list-style-type: none"> • Analyze and identify 	A student at this level at this level can consistently do the following at the 4th grade level:

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<ul style="list-style-type: none"> Analyze and identify different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment. Recognize works of dance, significant artists, and diverse cultures throughout history. Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. Assess yourself and others 	<p>different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment.</p> <ul style="list-style-type: none"> Recognize works of dance, significant artists, and diverse cultures throughout history. Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. 	<p>different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment.</p> <ul style="list-style-type: none"> Recognize works of dance, significant artists, and diverse cultures throughout history. Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. Assess yourself and others 	<ul style="list-style-type: none"> Analyze and identify different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment. Recognize works of dance, significant artists, and diverse cultures throughout history. Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology.
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using the elements of dance and style-specific dance terminology.	<ul style="list-style-type: none"> • Assess yourself and others using the elements of dance and style-specific dance terminology. 	using the elements of dance and style-specific dance terminology.	<ul style="list-style-type: none"> • Assess yourself and others using the elements of dance and style-specific dance terminology.
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General Music Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes, and complex rhythms. Understands and reads pentatonic melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works cooperatively with others to improvise 	<p>A student at this level needs support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes, and complex rhythms. Understands and reads pentatonic melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works cooperatively with others to improvise and compose. 	<p>A student at this level can do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes, and complex rhythms. Understands and reads pentatonic melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works cooperatively with others to improvise and compose. 	<p>A student at this level at this level can consistently do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes, and complex rhythms. Understands and reads pentatonic melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works cooperatively with others to improvise and

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<p>and compose.</p> <ul style="list-style-type: none"> • Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues. Presents original compositions for peers. • Listens to, learns about, and sings music of a variety of cultures. • Understands that music can express ideas and emotions. 	<ul style="list-style-type: none"> • Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues. Presents original compositions for peers. • Listens to, learns about, and sings music of a variety of cultures. • Understands that music can express ideas and emotions. 	<ul style="list-style-type: none"> • Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues. Presents original compositions for peers. • Listens to, learns about, and sings music of a variety of cultures. • Understands that music can express ideas and emotions. 	<p>compose.</p> <ul style="list-style-type: none"> • Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues. Presents original compositions for peers. • Listens to, learns about, and sings music of a variety of cultures. • Understands that music can express ideas and emotions.
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Orchestra Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, and posture. 	<p>A student at this level needs support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, and posture. 	<p>A student at this level can do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, and posture. 	<p>A student at this level at this level can consistently do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, and posture.

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Band Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, hand position and posture. 	<p>A student at this level needs support to do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. • Student can discern errors in tone quality, tempo, notes and rhythms, hand position and posture. 	<p>A student at this level can do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, hand position and posture. 	<p>A student at this level at this level can consistently do the following at a 4th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. • Students can discern errors in tone quality, tempo, notes and rhythms, hand position and posture.

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Health Rubric

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse.

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Elementary Physical Education Rubric

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with

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developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).
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Social/Emotional Learning Indicators

Regulates own emotions and behaviors

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Manages feelings	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Follows limits and expectations	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Takes care of own needs appropriately	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Establishes and sustains positive relationships

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Forms relationships with adults	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Responds to emotional cues	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Interacts with peers	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Makes friends	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Participates cooperatively and constructively in group situations

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Balances needs and rights of self and others	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Solves social problems	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Work Habit Indicators

Work Habits

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Listens attentively and follows directions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Is prepared for class	1: A student at this level needs consistent	2: A student at this level needs support to	3: A student at this level can demonstrate the	4: A student at this level can consistently demonstrate the

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	support to demonstrate the behavior.	demonstrate the behavior.	behavior.	behavior.
Shows independence in tasks and routines	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Completes tasks in a timely manner	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Participates in discussion	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Science Indicator

Science Content Rubric

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth.
Does not yet use science vocabulary appropriately. Cannot identify cause and effect.	Demonstrates a weak understanding of science vocabulary. Inconsistently attributes the proper causes to effects.	Demonstrates a strong understanding of science vocabulary. Correctly attributes the proper causes to effects.	Uses the appropriate science vocabulary in oral responses and written work. Is able to make predictions based on a proper understanding of cause and effects.

Social Studies Indicators

Social Studies Content Rubric

Students express appropriate content knowledge orally and in writing.

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.	Student sometimes demonstrates understanding key concepts in social studies but may have difficulty	Student can frequently demonstrate understanding of key concepts in social studies by	Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social

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	<p>applying them. A student performing at this level can.</p> <ul style="list-style-type: none"> • Correctly identify vocabulary. • Describe aspects of Leni Lenape life. • Describe the branches of government. • Distinguish the roles of the three branches of government. • Explain how technology has transformed NJ over time. 	<ul style="list-style-type: none"> • Correctly identifying and applying vocabulary. • Determining the impact of European Colonization in New Jersey on Native American populations. • Describing the impact of Native American groups, including the Leni Lenape, on New Jersey. • Describe the push-pull factors that led to immigration of different groups to New Jersey. • Explain the impact of Trans-Atlantic slavery on New Jersey, the nation, and individuals. • Distinguishing the roles and responsibilities of the three branches of government. • Explain how the Constitution defines and checks the power of the 	<p>studies.</p>
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		<p>government.</p> <ul style="list-style-type: none"> • Describe how innovations in technology and communication have transformed NJ and the U.S. over time. 	
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Social Studies Skills Rubric

Students demonstrate appropriate skills for social studies skills orally and in writing.

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards.</p>	<p>3: Progress toward meeting end of year grade level standards.</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth.</p>
<p>Student infrequently demonstrates ability to apply the necessary social studies skills.</p>	<p>Student sometimes demonstrates proficiency in the ability to apply some of the necessary social studies skills. A student performing at this level can</p>	<p>Student frequently demonstrates proficiency in the ability to apply most social studies skills orally and in writing by</p>	<p>Student is meeting end of the year standards by consistently demonstrating proficiency in the ability to apply all social studies skills orally and in writing.</p>

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	<ul style="list-style-type: none">• Citing textual evidence in support of responses.• Identify. features on a map• Identify main ideas.• Find information on maps, charts, video and texts.	<ul style="list-style-type: none">• Citing and explaining textual evidence in support of responses.• Utilizing maps to answer questions relating to the 5 themes of geography.• Identifying main ideas and supporting details.• Analyzing information in maps, charts, videos and texts.• Relate historical documents and events, to present day government and citizenship.	
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Digital Citizenship Indicators

Digital Citizenship, Library & Coding

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level needs consistent support to do the following at 3 – 5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level needs support to do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level is can do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage. 	<p>A student at this level at this level can consistently do the following at 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage

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Standards-Based Report Card Rubric -- Grade 4

World Language Indicators

World Languages

Interpretive Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not identify basic information or has not retained any memorized words or phrases. Is not able to identify sentence structure. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty deciphering between similar terms and expressions. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Identify most vocabulary on basic information and familiar topics. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Identify basic information on familiar topics by recognizing memorized words, phrases, and simple sentences contained in authentic spoken and written materials.

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World Languages

Interpersonal Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Cannot request or provide basic information. • Cannot express basic needs on familiar topics/everyday activities. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Has difficulty requesting and providing basic information orally and in writing. • Has difficulty expressing basic needs on familiar topics and everyday activities. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Request and provide information but may have difficulty doing so either orally or in writing. • Students can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Request and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • Can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.

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Standards-Based Report Card Rubric -- Grade 4

World Languages

Presentational Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not present information about themselves, their interests or their activities on familiar everyday topics. • Cannot express their likes or dislikes. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty presenting information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Has difficulty expressing their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Most of the time present information about themselves, their interests, their activities on familiar topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can sometimes express their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Present information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can also express their likes and dislikes on very familiar and everyday topics of interest.

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English as a Second Language English Proficiency Standards

The student's English Proficiency Level in the usage of Social and Instructional Language is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Language Arts is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Mathematics is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Science is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Standards-Based Report Card Rubric -- Grade 4

The student's English Proficiency Level in the usage of Language of Social Studies is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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English as a Second Language Domains

Proficiency Level – Listening

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level generally can understand oral messages that include visuals and gestures and may contain a few	A student at this level <u>generally can</u> understand oral language related to specific familiar topics in school and can	A student at this level <u>generally can</u> understand oral language related to specific common topics in school and	A student at this level <u>generally can</u> understand oral language in English related to specific topics in school and can	A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for	A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for

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<p>everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures or illustrations • Follow one-step oral directions • Show agreement or disagreement with oral statements 	<p>participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequencing information presented orally using pictures or Objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally 	<p>can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions 	<p>participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral Information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions 	<p>example:</p> <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people or situations from oral descriptions • Recall key information and details about processes or concepts discussed orally • Identify examples and reasons that support an opinion or viewpoint 	<p>example:</p> <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy • Create models or visuals to represent detailed information presented orally • Identify strengths and limitations of different points of view
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Proficiency Level - Speaking

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level <u>generally can</u> communicate orally in English using gestures and language that may	A student at this level <u>generally can</u> communicate ideas and information orally in English using language that contains short	A student at this level <u>generally can</u> communicate ideas and details orally in English using several connected sentences and can participate in	A student at this level <u>generally can</u> communicate orally in English using language related to specific topics in school and can	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:

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<p>contain a few words, for example:</p> <ul style="list-style-type: none"> • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, pictures • Show how to solve problems using words and gestures • Express personal preferences 	<p>sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions 	<p>short conversations and discussions in school, for example:</p> <ul style="list-style-type: none"> • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons 	<p>participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Compare stories, issues, concepts • Paraphrase and summarize information • State ideas to show how or why with examples • Give opinions supported by detailed reasons 	<ul style="list-style-type: none"> • Discuss the causes and impact of events • Summarize and relate information • Present and justify ideas showing how or why • Express and defend opinions backed by examples and reasons 	<ul style="list-style-type: none"> • React and respond to multiple points of view • Organize and present research based information • Clarify how or why something happens • Persuade others based on opinions, examples and reasons
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Standards-Based Report Card Rubric -- Grade 4

Proficiency Level - Reading

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level <u>generally can</u> understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Interpret information from graphs, charts, and other visual information • Comprehend short text with 	<p>A student at this level <u>generally can</u> understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and events in stories and 	<p>A student at this level <u>generally can</u> understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, 	<p>A student at this level <u>generally can</u> understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Distinguish view points and justifications described in editorials and other written texts • Identify main ideas and details 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Evaluate written information from various sources of information • Conduct research

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illustrations and		when or where	in informational and fictional texts	information across various texts	and synthesizing information from multiple sources
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<p>simple and familiar language</p> <ul style="list-style-type: none"> • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims 	<p>simple texts with pictures or graphs</p> <ul style="list-style-type: none"> • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements 	<p>something happened</p> <ul style="list-style-type: none"> • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence 	<ul style="list-style-type: none"> • Recognize biases and diverse perspectives in written text • Connect claims, evidence and examples in a variety of written sources 	<ul style="list-style-type: none"> • Identify causes, effects and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts 	<ul style="list-style-type: none"> • Distinguish various processes based on details in written texts • Recognize different ideas and claims and evidence about a variety of issues
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Proficiency Level - Writing

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level <u>generally can</u> communicate in writing using visuals,	A student at this level <u>generally can</u> communicate in writing in English	A student at this level <u>generally can</u> communicate in writing in English	A student at this level <u>generally can</u> communicate in writing in English	A student at this level <u>generally can</u> communicate in writing using	A student at this level <u>generally can</u> communicate in writing in English

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<p>symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> • Express ideas or concepts using text and illustrations • Share personal experiences through drawings and words • Label steps in processes presented in graphs or short texts • State opinions or preferences through text and illustrations 	<p>using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations 	<p>using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences 	<p>using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details 	<p>language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Create detailed opinion pieces about a variety of topics • Write summaries of various types of texts • Describe causes, effects and consequences of processes and events • Express and defend positions supported by examples and reasons 	<p>using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Produce clearly organized commentaries and editorials on various issues • Elaborate narratives with rich, descriptive language and complex organization • Create formal written reports on a variety of issues, ideas and information • Produce well organized persuasive essays using complex and technical
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Standards-Based Report Card Rubric -- Grade 4

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