Quarter 1 Fourth Grade Rubric

		Language	Arts		
Reading	3	2	1	Comments	Evidence
Reads and understands	Consistently and independently	Demonstrates an understanding of 3	Demonstrates an understanding of		* Teacher (anecdotal notes)
vocabulary in context	demonstrates 4 of 4 of the following	of the following at the 4th Grade	2 or less the following at the 4th		observation of vocabulary
ELA4R3 a, b, c, d	at the 4th Grade level:	level:	Grade level:		words read and understood in
	15 1				context.
	1-Reads variety of texts and incorpora	•			* Student writing using words
	2-Determines meanings of unknown wor	_			that enhances meaning and
	3-Identifies meaning of common root v				demonstrates understanding
	4-Determines the meanings of words a	nd alternates using dictionary and/or t	thesaurus;		of grade level vocabulary
Demonstrates	Consistently and independently	Demonstrates an understanding of 3	Demonstrates an understanding of		* Benchmarks
comprehension of literary	demonstrates 4 of 4 of the following	the following at the 4th Grade level:	2 or less of the following at the		*Written response
text	at the 4th Grade level:		4th Grade level:		*Portfolio assessment
ELA4R1 Literary a,b,f,g	1-Relates theme in works of fiction to	personal experience;			*Teacher anecdotal notes
	2-Identifies/analyzes story elements ((plot, character, setting) in stories red	d, written, viewed, or performed;		
	3-Makes judgments/ inferences about	story events and supports with eviden	ce;		
	4-Identifies similarities/ differences	between story elements and author's l	ife		
Reads fluently applying oral	Consistently, independently, and	Consistently, independently, and	Consistently, independently, and	- familiar materials	* Running records
reading strategies	with 95% accuracy orally reads	with 95% accuracy orally reads	with 95% accuracy orally reads	* Reading A-Z has passages	* DIBELS
ELA4R4 a, b, c	(using decoding, cueing, self-	(using decoding, cueing, self-	(using decoding, cueing, self-		* Six-Minute Solution
	monitoring, self-correcting, and	monitoring, self-correcting, and	monitoring, self-correcting, and		* Progress Monitoring
	prosody to demonstrate fluency) 112-	prosody to demonstrate fluency) 105	prosody to demonstrate fluency)		
	118wpm	111 wpm.	less than 105 wpm.		
Consistantly roads towards	Consistently and independently reads	Consistantly and independently	Consistently and independently	Integrate Social Studies &	Home Reading Logs &
· ·	6 or more grade level books (or book	reads 2-5 grade level books (or	reads 1 or fewer grade level books	_	Classroom Reading Logs
words cross curricular.	equivalents) from 3 different literary	_	(or book equivalents) from 3	Science standards	Classroom Reading Logs
ELA4R2	forms & at least 5 different authors.	•	different literary forms & at least		
CLA4KZ	forms & at least 5 different duthors.	'	5 different authors.		
		authors.	5 different duthors.		
Writing	3	2	1	Comments	Evidence
Uses the writing process		With assistance, uses the writing	Does not demonstrate use of the	Integrate Social Studies &	Teacher Anecdotals
ELA4W4 a, b, c	the writing process (prewriting,	process (plans, drafts, revises, edits	writing process (plans, drafts,	Science standards	Work samples-portfolio
	drafting, revising, and editing)	to correct mechanics, sentence	revises, edits to correct mechanics,		
		structure, and spelling).	sentence structure, and spelling).		
Writes legibly in cursive	Consistently and independently	Inconsistently writes legibly in	Does not demonstrate the ability		
ELA4C1 e	writes legibly in cursive, leaving space	cursive, leaving space between	to write legibly in cursive, leaving		
	between letters in a word and	letters in a word and between words	space between letters in a word and		
	between words in a sentence.	in a sentence.	between words in a sentence.		
	<u>[</u>		<u>l</u>		

Writing	3	2	1	Comments	Evidence
Ideas: Establishes a focus	Consistently and independently	Consistently and independently	Consistently and independently	*Uses the writing process	*journals
and develops main points	demonstrates all concepts of	demonstrates 3-5concepts of	demonstrates less than 3 concepts	(uses writer's workshop)	*conf notes
ELA4W2:	developing IDEAS for Narrative	developing IDEAS for Narrative	of developing IDEAS for Narrative	*Mini-lessons	*published work
Narrative a, b, e, f	genre:	genre:	genre:		*author's chair notes page
	*engages reader, establishes context, *point of view *excludes extraneous details *plot, setting, conflict, characters, events	*complex characters			
Organization: Structure is	Consistently and independently	Consistently and independently	Consistently and independently	*Uses the writing process	*journals
clear and appropriate	demonstrates all concepts of	demonstrates 2 concept of	demonstrates less than 2 concept	(uses writer's workshop)	*conf notes
ELA4W1 c	ORGANIZATION for Narrative	ORGANIZATION for Narrative	of ORGANIZATION for Narrative	*Use graphic organizers to	*published work
ELA4W2:	genre:	genre:	genre:	help students to understand	*author's chair notes page
Narrative c,h	*organizing structure/context *sense of closure *chronological order, cause and effect	, similarity and difference, and posing	and answering a question	the underlying structure of writing Transitional elements Traditional structures:	
Style: Uses interesting language to capture reader's interest	Consistently and independently demonstrates all concepts of developing STYLE for Narrative genre:	Consistently and independently demonstrates 3 concepts of developing STYLE for Narrative genre:	Consistently and independently demonstrates less than 3 concepts of developing STYLE for Narrative genre:	Uses the writing process (uses writer's workshop) Mini-Lessons	*journals *conf notes *published work *author's chair notes page
ELA4W2: Narrative a, d, g	*creates a speaker's voice and captures readers interest by: *including sensory details, concrete language	*tension/suspense *dialogue			
Conventions and Grammar:	Consistently and independently uses	Uses appropriate mechanics when	Uses appropriate mechanics when	Integrate Social Studies &	Teacher Anecdotals
Uses appropriate	appropriate mechanics when writing,	writing, revising, and editing for 3 of	writing, revising, and editing for 2	Science standards	Work samples-portfolio
mechanics ELA4C1 a, c, h	revising, and editing for all of the following	4 of the following:	or less of the following		DC Writing Rubric State Writing Rubric
3, 5,	1-Capitalization 2-Usage (subject-verb agreement, cor 3-Punctuation (end marks, commas for 4-Spelling		I f sentence fragments)		DOL
Identifies and uses	Consistently and independently	Identifies and uses 3 of 4	Identifies and uses less than 3	Integrate Social Studies &	Teacher Anecdotals
appropriate parts of	identifies and uses 4 of 4	appropriate parts of speech (nouns,	appropriate parts of speech (nouns,	Science standards	Work samples-portfolio
speech	appropriate parts of speech (nouns,	verbs, adverbs, adjectives)when	verbs, adverbs, adjectives) when		DC Writing Rubric
ELA4C1 b	verbs, adverbs, adjectives) when writing.	writing .	writing.		State Writing Rubric DOL

Listening, Speaking and Viewing	3	2	1	Comments	Evidence
Uses oral and visual	Consistently uses oral and visual	With assistance, uses oral and	Does not demonstrate use of oral		*presentations
strategies to communicate	strategies to acquire and relate	visual strategies to acquire and	and visual strategies to acquire and		*group discussions
ELA4LSV1 a - l	information (summarizing, responding,	relate information (summarizing,	relate information (summarizing,		*cooperative learning groups
	recalling).	responding, recalling).	responding, recalling).		
		Mathema	tics		
Number and Operations	3	2	1	Comments	Evidence
Identifies place value	Consistently and independently	With Assistance, Identifies place	Does Not Demonstrate the		Teacher observation
M4N1 a	identifies place value from	value from hundredths through one	identification of place value from		benchmark assessments
	hundredths through one million.	million.	hundredths through one million.		content assessments
Represents numbers in	Consistently and independently	Consistently and independently	Consistently and independently		math journals Teacher observation
'	demonstrates all of the following,	demonstrates 2 out of 3 of the	Idemonstrates less than 2 of the		benchmark assessments
various ways M4N1 b					
WAINT D	Represents a number's: 1)word name 2)standard form	,	following, Represents a number's:		content assessments
	1	1)word name 2)standard form 3)expanded form.	1)word name2)standard form		math journals
Rounds whole numbers and	3)expanded form. Consistently and independently,	Consistently and independently,	Consistently and independently.		Teacher observation
	demonstrates all of the following:	demonstrates 3-4 of the following:	demonstrates less than 3 of the		
decimals M4N2 a, b, c, d, e	demonstrates an of the following.	demonstrates 3-4 of the following.	following:		benchmark assessments
M4112 a, b, c, a, e	a. Round numbers to the nearest ten, hund	red or thousand	, cheming		math journals
	b. Describe situations in which rounding nu		e whether to round to the nearest ten,		marn journais
	hundred, or thousand.		·		
	c. Determine to which whole number or te	nth a given decimal is closest using tools s	uch as a number line, and/or charts.		
	d. Round a decimal to the nearest whole nu	imber or tenth.			
	e. Represent the results of computation as	a rounded number and estimate a sum or	difference by rounding numbers.		
Understands decimals as	Consistently and independently	With assistance, demonstrates	Does Not Demonstrate an		
part of base-ten system.	demonstrates understanding that	understanding that decimals are	understanding that decimals are		
M4N5 a	decimals are part of base-ten system.	part of base-ten system.	part of base-ten system.		
Orders 2-digit decimals	Consistently and independently	With Assistance, demonstrates	Does Not Demonstrate an		Teacher observation
M4N5 b	demonstrates understanding of and	understanding and ordering 2-digit	understanding of ordering 2-digit		benchmark assessments
	orders 2-digit decimal.	decimals.	decimals.		content assessments
					math journals
Adds and subtracts one-	1 ' ' '		Does Not Demonstrate adding and		Teacher observation
and two-digit decimals	and subtracts one- and two-digit	subtract one- and two-digit decimals.	subtracting one- and two-digit		benchmark assessments
M4N5 c	decimals.		decimals.		content assessments
					math journals

Algebra	3	2	1	Comments	Evidence
Describes relationships with patterns and rules M4A1a	rules to describe relationships and	With Assistance, demonstrates an understanding and application of patterns and rules to describe	Does Not Demonstrate an understanding and application of patterns and rules to describe		Teacher observation benchmark assessments content assessments
	solve problems.	relationships and solve problems.	relationships and solve problems.		math journals
Process Skills	3	2	1	Comments	Evidence
Uses mathematical language to express, connect ideas, record and solve problems M4P1-5	Consistently and independently solves problems in math and other content areas, expresses ideas using precise mathematical language, reasons and evaluates mathematical arguments, understands how mathematical ideas connect, applies mathematical ideas in other areas, and records mathematical ideas with	math and other content areas, expresses ideas using precise mathematical language, reasons and evaluates mathematical arguments, understands how mathematical ideas connect, applies mathematical ideas in other areas, and records	problems in math and other content areas, express ideas using precise mathematical language, reason and evaluate mathematical arguments, understand how mathematical ideas connect, apply mathematical ideas in other areas, and record		Teacher observation benchmark assessments content assessments math journals
	pictures, words, models, and symbols.	mathematical ideas with pictures, words, models, and symbols .	mathematical ideas with pictures, words, models, and symbols.		
		Science			
	Rememb	er to include science process skills	s that are embedded inside the un	its	
Life Science	3	2	1	Comments	Evidence
Identifies the roles of organisms and the flow of energy in an ecosystem.	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates 1 or 0 of the following:	animal eaters)	Observations Science journal student records
S4L1 a, b **S4CS1 - 8	b. Demonstrate the flow of energy thr consumers, and decomposers.b. Demonstrate the flow of energy thr producers, consumers, and decomposer	ough a food chain beginning with sunli ough a food web & food chain beginni s.			evidence from experiments research diagrams
Predicts how changes in an environment or population can affect an ecosystem.	Consistently and independently demonstrates both of the following:	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*life cycle *plant and animal dependency (pollination of plants, shelter,	Observations Science journal student records
S4L1 c, d, **S4CS1 - 8	c. Predicts how changes in the environr d. Predicts effects on a population if s too many.	·	<u> </u>	protection, seed dispersal) *energy/flow of energy *links in food chain *Review CS Standards to embed in lessons	evidence from experiments research diagrams

Life Science	3	2	1	Comments	Evidence
Identifies factors that	-	With Assistance, identifies factors	_		Observations
affect the survival or	Consistently and independently identifies factors and conditions that	and conditions that lead to		*Changes in light,	
	lead to endangered and extinct	endangered and extinct organisms as	knowledge to identify factors and	temperature, soil	Science journal student records
extinction of organisms in		_	_	composition, nutrients and	
an ecosystem.	organisms as well as demonstrates and	•	_	water, number of organisms,	evidence from experiments
54L2 a, b	explains how adaptation affects	adaptation affects survival.	demonstrate and explains how	increase or decrease in	research
*54CS1 - 8	survival.		adaptation affects survival.	consumers.	diagrams
				*Links in food chain/energy	
				flow	
				*Review CS Standards to	
		1114		embed in lessons	
	1	Healt!		I .	
	3	2	1	Comments	Evidence
Demonstrates healthy	Consistently and independently	with Assistance, demonstrates an	Does Not Demonstrate an	BLAST	Observations
living	demonstrates understanding of	understanding of alcohol, tobacco	understanding of alcohol, tobacco	School Counselor	Health journal
Strands:	alcohol, tobacco and other drugs,	and other drugs, disease prevention,	and other drugs, disease prevention	l '	research
	disease prevention, mental health, and		mental health, and nutrition as it	School nutritionist	diagrams/models
14,15,16,17,18	nutrition as it effects the body and	effects the body and mind.	effects the body and mind.		BLAST certificate
	mind.				assessments
Demonstrates personal	Consistently and independently	with Assistance, demonstrates an	Does Not Demonstrate an	Second Steps	Observations
safety	demonstrates an understanding of	understanding of safety and	understanding of safety and	School Counselor	Health journal
Strands:	safety and responsibility as it relates	· '	responsibility as it relates to		research
19,20,21,22	to personal self.	personal self.	personal self.		Personal safety plan
		Social St	udies		
	Integrate Social Studies	Skills Matrices (Map and Globe Sl	kills & Information Processing Ski	lls) throughout units.	
Historical	3	2	1	Comments	Evidence
Understandings	š	_	1	Comments	Lyidence
Describes development of	Consistently and independently	Consistently and independently	Consistently and independently		*Student portfolio
early Native American	demonstrates all (7) of the	demonstrates 5-6 of the following:	demonstrates less than 5 of the		*presentations
cultures	following:		following:		*assessments for student
SS4H1 a, b	(1-6) a. Locates where Native America	ns settled with emphasis on:			learning
	*Arctic (Inuit), *Northwest (Kwakiut)	·	(Hopi) *Plains (Pawnee)		*teacher observation
	*Southeast (Seminole).	,, ((1.5)		*SS journal notes
	(7) b. Describes how Native Americans	used their environment to obtain food	d clothing and shelter.		
Describes European	Consistently and independently	Consistently and independently	Consistently and independently	John Cabot, Vasco Núñez de	*Student portfolio
exploration in North	demonstrates all of the following:	demonstrates 3 of the following:	demonstrates less than 3 of the	Balboa, Juan Ponce de León,	*presentations
America	asimonaria an of the following.	acinonicinates of the following.	following:	Christopher Columbus, Henry	*assessments for student
SS4H2 a, b	1) a. Describes the reasons for the Sp	nigh Franch and Fralish avalance	•	Hudson, and Jacques Cartier	learning
	2) a. Describes the obstacles to the S				*teacher observation
					*SS journal notes
	3) a. Describes the accomplishments o				Journal notes
Fourth Crade Ou	4) b. Describes examples of cooperation	on and conflict between Europeans and			Pavisad July 2010

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man-	Consistently and independently locates	Consistently and independently locates	Consistently and independently		*Student map
made features in U.S.	all of the following physical and man-	6-7 of the following physical and man-	locates less than 6 of the following		*assessments
554 <i>G</i> 1 a	made features in the U.S:	made features in the U.S:	physical and man-made features in the		*journal notes/maps
	1)Atlantic Coastal Plain,	1)Atlantic Coastal Plain,	U.S: 1)Atlantic Coastal Plain,		
	2)Great Plains,	2)Great Plains,	2)Great Plains,		
	3)Continental Divide,	3)Continental Divide,	3)Continental Divide,		
	4)Great Basin,	4)Great Basin,	4)Great Basin,		
	5)Death Valley,	5)Death Valley,	5)Death Valley,		
	6)Gulf of Mexico,	6)Gulf of Mexico,	6)Gulf of Mexico,		
	7)St. Lawrence River,	7)St. Lawrence River,	7)St. Lawrence River,		
	8)the Great Lakes	8)the Great Lakes	8)the Great Lakes		
Describes how physical	Consistently and independently	Consistently and independently	Consistently and independently		*written journal responses
systems affect human	demonstrates all of the following:		demonstrates less than 3 of the		*presentations
systems			following:		' *student portfolio
SS4G2 a, b,	a. Explains why the Native American g developed permanent villages and othe b. Describes how early explorers (SS4 which they traveled.	rs did not.	,		
Economics	3	2	1	Comments	Evidence
Uses basic economic	Consistently and independently	Consistently and independently	Consistently and independently	Areas to consider:	*teacher observation during a
concepts to illustrate	demonstrates all of the following:	demonstrates 5-6 of the following:	demonstrates less than 5 of the	* (such as decisions to send	trade activity with students
historical events	1	_	following:	expeditions to North and South	*student economic portfolio
SS4E1 a,	a. Describes opportunity costs and their relationship to decision-making across time.			America)	*group and/or student project and presentation

Quarter 2 Fourth Grade Rubric

		Language	Arts		
Reading	3	2	1	Comments	Evidence
Reads and understands	Consistently and independently	Demonstrates an understanding of 6-	Demonstrates an understanding of		* Teacher (anecdotal notes)
vocabulary in context	demonstrates 8 of 8 of the following	7 of the following at the 4th Grade	5 or less the following at the 4th		observation of vocabulary
ELA4R3 a, b, c, d, e, f, g, i	at the 4th Grade level:	level:	Grade level:		words read and understood in
	1-Reads variety of texts and incorporat	tes new words orally and ;			context.
	2-Determines meanings of unknown wor	ds using context;			* Student writing using words
	3-Identifies meaning of common root w	ords;			that enhances meaning and
	4-Determines the meanings of words ar	nd alternates using dictionary and/or th	nesaurus;		demonstrates understanding of
	5-Identifies the meaning of common pr	-			grade level vocabulary
	6-Identifies common idioms and figurat	tive phrases;			
	7-Identifies playful uses of language;				
	8-Idenitifies/applies meaning of antony	rms, synonyms, and homophones			
Reading	3	2	1	Comments	Evidence
Demonstrates	Consistently and independently	Demonstrates an understanding of 3	Demonstrates an understanding of 2		* Benchmarks
comprehension of literary	demonstrates 4 of 4 of the following	the following at the 4th Grade level:	or less of the following at the 4th		*Written response
text	at the 4th Grade level:		Grade level:		*Portfolio assessment
ELA4R1 Literary a, b, f, g	1-Relates theme in works of fiction to p	personal experience;			*Teacher anecdotal notes
	2-Identifies/analyzes story elements (-	•		
	3-Makes judgments/ inferences about s	story events and supports with evidenc	e;		
	4-Identifies similarities/ differences b	etween story elements and author's lit	fe .		
Demonstrates	Consistently and independently	Demonstrates an understanding of 6 of	Demonstrates an understanding of 5 or	*(e.g., paragraphs, topic	* Benchmarks
comprehension of	demonstrates 8 of 8 of the following at	8 of the following at the 4th Grade	less of the following at the 4th Grade	sentences, concluding	*Written response
informational text	the 4th Grade level:	level:	level:	sentences, glossary).	*Portfolio assessment
ELA4R1 Informational a-h				* (e.g., charts, maps,	*Teacher anecdotal notes
	1- locates facts to answer the reader's qu			diagrams, illustrations).	
	2- identifies/uses knowledge of common to			* (e.g., chronological order,	
	3-identifies/uses knowledge of common gr	•		cause and effect).	
	4-identifies/uses knowledge of common or 5-cause/effect in context	ganizational structures			
	6-summarize main idea/details				
	7-perceptive and well-developed connection	anc			
	8-distiniquishes fact from opinion or fiction				
Deads fluently applying analy	Consistently, independently, and with		Consistently, independently, and	- familiar materials	* Running records
reading strategies	95% accuracy orally reads (using		with 95% accuracy orally reads	* Reading A-Z has passages	* DIBELS
ELA4R4 a, b, c	decoding, cueing, self-monitoring, self-		(using decoding, cueing, self-	neading A-2 has passages	* Six-Minute Solution
CLATRY U, D, C	correcting, and prosody to	monitoring, self-correcting, and	monitoring, self-correcting, and		* Progress Monitoring
	demonstrate fluency) 112-118wpm.	_	prosody to demonstrate fluency)		Frogress Monitoring
	demonstrate fluency) 112-110wpm.				
]	111 wpm.	less than 105 wpm.		

Reading	3	2	1	Comments	Evidence
Consistently reads towards	Consistently and independently reads	Consistently and independently	Consistently and independently	Integrate Social Studies &	Home Reading Logs &
25 book goal or 1,000,000	12 or more grade level books (or book	reads 6-11 grade level books (or	reads 5 or fewer grade level books	Science standards	Classroom Reading Logs
words cross curricular.	equivalents) from 3 different literary	book equivalents) from 3 different	(or book equivalents) from 3		
ELA4R2	forms & at least 5 different authors.	literary forms & at least 5 different	different literary forms & at least 5		
		authors.	different authors.		
Uses the writing process	Consistently and independently uses	With assistance, uses the writing	Does not demonstrate use of the	Integrate Social Studies &	Teacher Anecdotals
ELA4W4 a, b, c	the writing process (prewriting,	process (plans, drafts, revises, edits	writing process (plans, drafts,	Science standards	Work samples-portfolio
	drafting, revising, and editing)	to correct mechanics, sentence	revises, edits to correct mechanics,		·
		structure, and spelling).	sentence structure, and spelling).		
Writes legibly in cursive	Consistently and independently writes	Inconsistently writes legibly in	Does not demonstrate the ability		
ELA4C1 e	legibly in cursive, leaving space	cursive, leaving space between	to write legibly in cursive, leaving		
	between letters in a word and between	1	space between letters in a word and		
	words in a sentence.	in a sentence,	between words in a sentence.		
Writing	3	2	1	Comments	Evidence
Ideas: Establishes a focus	Consistently and independently	Demonstrates concepts of developing	Demonstrates concepts of	*Uses the writing process	*journals
and develops main points	demonstrates concepts of developing	IDEAS for 2 of 3 genres:	developing IDEAS for less than 2	(uses writer's workshop)	*conf notes
ELA4W1 a, b	IDEAS for 3 genres:		of 3 genres:	*Mini-lessons	*published work
ELA4W2:		*	o, o gam as	77,	*author's chair notes page
Narrative a, b, e, f	*engages reader, establishes context,	•			aamer o onan noree page
Informational a, b, e, g	*point of view	*central question, issue, or situation			
Persuasive a, b, c, d	*excludes extraneous details	*more than one source of information			
l el suusive a, b, c, a	*plot, setting, conflict, characters,	*clear position with support			
	events	T	T		
Organization: Structure is	Consistently and independently	Demonstrates concepts of developing	'	*Uses the writing process (uses	*journals
clear and appropriate	demonstrates concepts of developing	ORGANIZATION for 2 of 3 genres:	1 ' -	writer's workshop)	*conf notes
ELA4W1 d	ORGANIZATION for 3 genres:		less than 2 of 3 genres:	*Use graphic organizers to help	*published work
ELA4W2:				students to understand the underlying structure of writing	*author's chair notes page
Narrative c,h	*	*		Transitional elements	
Informational, c, d, h	*organizing structure/context	*appropriate facts and details		Traditional structures:	
Persuasive, e, f	*sense of closure	*chronological order, cause and effec	t, similarity and difference, and	(chronological order, cause and	
	*coherence, transitions	posing and answering a question		effect, similarity and	
				difference, posing and	
				answering questions)	
Style: Uses interesting	Consistently and independently	Demonstrates concepts of developing	Demonstrates concepts of	Uses the writing process	*journals
language to capture	demonstrates concepts of developing	STYLEfor 2 of 3 genres:	developing STYLE for less than 2	(uses writer's workshop)	*conf notes
reader's interest	STYLE for 3 genres:	_	of 3 genres:	Mini-Lessons	*published work
			-		*author's chair notes page
ELA4W2:	*Engages the reader by establishing a	*narrative strategies such as dialogue			
Narrative d, g	context, creating a speaker's voice	*narrative strategies such as tension,	or suspense.		
Informational a, f	*including sensory details, concrete	*Draws from more than one source of	information		
Persuasive a	language	*providing facts and details, describing	g or analyzing the subject, and		
		narrating a relevant anecdote.			

Writing	3	2	1	Comments	Evidence
Conventions and Grammar:	Consistently and independently uses	Uses appropriate mechanics when	Uses appropriate mechanics when	Integrate Social Studies &	Teacher Anecdotals
Uses appropriate mechanics	appropriate mechanics when writing,	writing, revising, and editing for 3 of	writing, revising, and editing for 2	Science standards	Work samples-portfolio
ELA4C1 a, c, f, g, h	revising, and editing for all of the	4 of the following:	or less of the following		DC Writing Rubric
ELA4W4c	following				State Writing Rubric
	1-Capitalization				DOL
	2-Usage (subject-verb agreement, corr	ect sentence structure, elimination of	sentence fragments, word parts,		
	segmentation, syllabication)				
	3-Punctuation (end marks, commas for s	series)			
	4-Spelling (including common homophon	es)			
Identifies and uses	Consistently and independently	Identifies and uses 3 of 4	Identifies and uses less than 3	Integrate Social Studies &	Teacher Anecdotals
appropriate parts of speech	identifies and uses 4 of 4 appropriate	appropriate parts of speech (nouns	appropriate parts of speech (nouns,	Science standards	Work samples-portfolio
1	parts of speech (nouns, verbs,	verbs, adverbs, adjectives)when	verbs, adverbs, adjectives) when		DC Writing Rubric
	adverbs, adjectives) when writing.	writing .	writing.		State Writing Rubric
	, , ,				DOL
Research	3	2	1	Comments	Evidence
Uses basic computer skills	Consistently and independently uses	With assistance, uses basic	Does not demonstrate use basic	Integrate Social Studies &	Work samples-portfolio
to support writing	basic computer skills to research,	computer skills to research, support	computer skills to research, support	Science standards	Technology rubrics
ELA4W3 d	support writing, and create simple	writing, and create simple documents	writing, and create simple		
	documents (keyboarding, computer	(keyboarding, computer terms,	documents (keyboarding, computer		
	terms, software, memory, disk drive,	software, memory, disk drive, hard	terms, software, memory, disk drive,		
	hard drive).	drive).	hard drive).		
Uses reference materials in	Consistently and independently	Inconsistently acknowledges	Does not demonstrate use of	Integrate Social Studies &	Teacher Anecdotals
reading and writing	acknowledges information from	information from sources and uses	information from sources and	Science standards	Student & Teacher Checklists
ELA4W3 a, b, c	sources and uses reference materials	reference materials in reading and	reference materials in reading and		DC Writing Rubric
	in reading and writing (prefaces,	writing (prefaces, appendices,	writing (prefaces, appendices,		
	appendices, indicies, glossaries, table	indicies, glossaries, table of contents,	indicies, glossaries, table of		
	of contents, dictionary, thesaurus,	dictionary, thesaurus, encyclopedia,	contents, dictionary, thesaurus,		
	encyclopedia, electronic info, almanac,	electronic info, almanac, atlas,	encyclopedia, electronic info,		
	atlas, magazines, newspapers).	magazines, newspapers).	almanac, atlas, magazines,		
			newspapers).		
Listening, Speaking	_				
and Viewing	3	2	1	Comments	Evidence
Uses oral and visual	Consistently uses oral and visual	With assistance, uses oral and visual	Does not demonstrate use of oral		*presentations
	strategies to acquire and relate	strategies to acquire and relate	and visual strategies to acquire and		*group discussions
ELA4LSV1 a - I	information (summarizing, responding,	information (summarizing, responding,	relate information (summarizing,		*cooperative learning groups
ELA4LSV2 a - e	recalling, focusing attention, and	recalling, focusing attention, and	responding, recalling, focusing		
ĺ	presenting).	presenting).	attention, and presenting).		

		Mathema	ntics		
Number and Operations	3	2	1	Comments	Evidence
Identifies place value M4N1 a	Consistently and independently identifies place value from hundredths through one million.	With Assistance, Identifies place value from hundredths through one million.	Does Not Demonstrate the identification of place value from hundredths through one million.		Teacher observation benchmark assessments content assessments math journals
Represents numbers in various ways M4N1 b	Consistently and independently demonstrates all of the following, Represents a number's: 1)word name 2)standard form 3)expanded form.	Consistently and independently demonstrates 2 out of 3 of the following, Represents a number's: 1)word name 2)standard form 3)expanded form.	Consistently and independently demonstrates less than 2 of the following, Represents a number's: 1)word name 2)standard form 3)expanded form		Teacher observation benchmark assessments content assessments math journals
Rounds whole numbers and decimals M4N2 a, b, c, d, e	Consistently and independently, demonstrates all of the following:	Consistently and independently, demonstrates 3-4 of the following:	Consistently and independently, demonstrates less than 3 of the following:		Teacher observation benchmark assessments content assessments
	a. Round numbers to the nearest ten, hund b. Describe situations in which rounding nu hundred, or thousand. c. Determine to which whole number or ten d. Round a decimal to the nearest whole nu e. Represent the results of computation as	mbers would be appropriate and determin onth a given decimal is closest using tools s umber or tenth.	such as a number line, and/or charts.		math journals
Solves problems involving multiplication M4N3	Consistently and independently solves problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.	With Assistance, Solves problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers .	Does Not Demonstrate solving problems involving multiplication of 2 3 digit numbers by 1-2 digit numbers.		Teacher observation benchmark assessments content assessments math journals
Demonstrates fluency with division facts (20 per minute)	Consistently and independently knows the division facts with understanding and fluency.	With Assistance, knows the division facts with understanding and fluency.			Teacher observation benchmark assessments content assessments math journals
Solves problems involving division M4N4 b, c, d	Consistently and independently demonstrates all of the following,	Consistently and independently demonstrates 2 out of 3 of the following,	Consistently and independently demonstrates less than 2 of the following,	Including those that generate a remainder. (2050/50 yields the same answer as 205/5.)	Teacher observation benchmark assessments content assessments
	b) solves problems involving division by a c) understands the relationship betwee d) understands & explains effect on qua	n the dividend, divisor, quotient and re			math journals
Understands decimals as part of base-ten system. M4N5 a	Consistently and independently demonstrates understanding that decimals are part of base-ten system.	With assistance, demonstrates understanding that decimals are part of base-ten system.	Does Not Demonstratean understanding that decimals are part of base-ten system.		
Orders 2-digit decimals M4N5 b	Consistently and independently demonstrates understanding of and orders 2-digit decimal.	With Assistance, demonstrates understanding and ordering 2-digit decimals.	Does Not Demonstrate an understanding of ordering 2-digit decimals.		Teacher observation benchmark assessments content assessments math journals

Number and Operations	3	2	1	Comments	Evidence
Adds and subtracts one- and two-digit decimals M4N5 c	Consistently and independently adds and subtracts one- and two-digit decimals.	With Assistance, to add and subtract one- and two-digit decimals.	Does Not Demonstrate adding and subtracting one- and two-digit decimals.		Teacher observation benchmark assessments content assessments math journals
Uses a variety of properties and strategies to solve problems M4N7 a, b, c, d	Consistently and independently demonstrates all of the following,	Consistently and independently demonstrates 3 out of 4 of the following,	Consistently and independently demonstrates less than 3 of the following,	Include the parentheses in the order of operations. Compute using the commutative, associative, and	Teacher observation benchmark assessments content assessments math journals
	a)describes situations in which the four b)computing using the order of operation c)compute using the commutative, asso d)mental math and estimation strategie	ons ciative, and distributive properties		distributive properties.	, , , , , , , , , , , , , , , , , , ,
Measurement	3	2	1	Comments	Evidence
Measures and compares weight using standard and metric units M4M1. a, b, c	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement.	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement.	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of measurement.	(gram, kilogram, ounces, pounds and tons)	Teacher observation benchmark assessments content assessments math journals
Measures angles using various tools and methods M4M2 a	Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles.	With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles.	Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles.		Teacher observation benchmark assessments content assessments math journals
Understands half rotation and full rotation M4M2 b	Consistently and independently demonstrates understanding of half (180°) and full (360°) rotations.	With Assistance, Demonstrates understanding of half (180°) and full (360°) rotations.	Does Not Demonstrate anunderstanding of half (180°) and full (360°) rotations.		
Determines that the sum of the 3 angles of a triangle is always 180° M4M2 c	Consistently and independently determines that the sum of the 3 angles of a triangle is always 180°.	With Assistance , Determines that the sum of the 3 angles of a triangle is always 180°.	Does Not Demonstrate that the sum of the 3 angles of a triangle is always 180°.		
Algebra	3	2	1	Comments	Evidence
Describes relationships with patterns and rules M4A1a	Consistently and independently understands and applies patterns and rules to describe relationships and solve problems.	With Assistance, demonstrates an understanding and application of patterns and rules to describe relationships and solve problems.	Does Not Demonstrate an understanding and application of patterns and rules to describe relationships and solve problems.		Teacher observation benchmark assessments content assessments math journals

Algebra	3	2	1	Comments	Evidence
Represents unknowns using	Consistently and independently	With Assistance, demonstrates	Does Not Demonstrate	$\triangle \Box$	Teacher observation
symbols	represents unknowns using symbols.	representing unknowns using symbols.	representing unknowns using		benchmark assessments
M4A1b			symbols.		content assessments
W		West A to the last	5 N 5 N 1 N 1 N 1 N 1 N 1 N 1 N 1 N 1 N		math journals
Writes and evaluates	' '		Does Not Demonstrate writing and	$\triangle \Box$	Teacher observation
mathematical expressions	and evaluates mathematical	evaluates mathematical expressions	evaluating mathematical expressions		benchmark assessments
M4A1c	expressions using symbols and	using symbols and different values.	using symbols and different values.		content assessments
	different values.				math journals
Process Skills	3	2	1	Comments	Evidence
Uses mathematical	Consistently and independently	With Assistance, Solves problems in	Does Not Demonstrate solving		Teacher observation
language to express,	solves problems in math and other	math and other content areas,	problems in math and other content		benchmark assessments
connect ideas, record and	content areas, expresses ideas using	expresses ideas using precise	areas, express ideas using precise		content assessments
solve problems	precise mathematical language,	mathematical language, reasons and	mathematical language, reason and		math journals
M4P1-5	reasons and evaluates mathematical	evaluates mathematical arguments,	evaluate mathematical arguments,		
	arguments, understands how	understands how mathematical ideas	understand how mathematical ideas		
	mathematical ideas connect, applies	connect, applies mathematical ideas	connect, apply mathematical ideas in		
	mathematical ideas in other areas, and	in other areas, and records	other areas, and record		
	records mathematical ideas with	mathematical ideas with pictures,	mathematical ideas with pictures,		
	pictures, words, models, and symbols.	words, models, and symbols .	words, models, and symbols.		
		<u>Science</u>	l e		
	Rememb	per to include science process skills	that are embedded inside the un	iits	
Earth Science	3	2	1	Comments	Evidence
Explains and investigates	Consistently and independently	Consistently and independently	Consistently and independently		Observations
how states of water are	demonstrates understanding of all of	demonstrates understanding of 3-4	demonstrates understanding of less		Science journal
related to the water cycle	the following:	of the following:	than 3 of the following:		student records
and weather precipitation	a. Demonstrates how water changes sto	ates from solidto liquid to gas and chan	ges from gas to liquid to solid.		evidence from experiments
S4E3 a,b,c,d,e	b. Identifies the temperatures at which				research
	c. Investigates how clouds are formed.		-		diagrams/models
					demonstrations by students
	d. Explains the water cycle,				
	d. Explains the water cycle, e. Investigates different forms of prec	cipitation and sky conditions.			
Collects and analyses	, , ,	cipitation and sky conditions. Consistently and independently	Consistently and independently	*weather instruments	Observations
Collects and analyses weather data to predict	e. Investigates different forms of prec		Consistently and independently demonstrates 2 or less of the	*weather instruments (thermometer, wind vane,	Observations Science journal
•	e. Investigates different forms of prec Consistently and independently	Consistently and independently			
weather data to predict	e. Investigates different forms of prec Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3 of the following:	demonstrates 2 or less of the following:	(thermometer, wind vane,	Science journal
weather data to predict weather patterns and	e. Investigates different forms of prec Consistently and independently demonstrates all of the following: a. Identifies weather instruments & exp	Consistently and independently demonstrates 3 of the following: plains how each is used in gathering we	demonstrates 2 or less of the following:	(thermometer, wind vane, anemometer, barometer, rain	Science journal student records
weather data to predict weather patterns and seasonal changes	e. Investigates different forms of preconsistently and independently demonstrates all of the following: a. Identifies weather instruments & explain the second of the sec	Consistently and independently demonstrates 3 of the following: plains how each is used in gathering we fronts, temperature, and precipitation.	demonstrates 2 or less of the following: ather data & interprets weather conditions	(thermometer, wind vane, anemometer, barometer, rain gauge, wind sock)	Science journal student records evidence from experiments
weather data to predict weather patterns and seasonal changes	e. Investigates different forms of prec Consistently and independently demonstrates all of the following: a. Identifies weather instruments & exp	Consistently and independently demonstrates 3 of the following: plains how each is used in gathering we fronts, temperature, and precipitation ther conditions to predict weather patt	demonstrates 2 or less of the following: ather data & interprets weather conditions	(thermometer, wind vane, anemometer, barometer, rain gauge, wind sock) *weather: forecasts,	Science journal student records evidence from experiments research

Physical Science	3	2	1	Comments	Evidence
· ·	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates 1 of the following:	gravitational force *Review C5 Standards to embed in lessons	Observations Science journal student records evidence from experiments
\$4P3 b, c, d *\$4C51 - 8	 Uses different size objects to obser Explains what happens to the speed of Demonstrates the effect of gravitat 	r direction of an object when a greate			research diagrams/models
Identifies and explains the uses of simple machines S4P3 a *S4CS1 - 8	Consistently and independently uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily.		Does Not Demonstrate the knowledge of applied force to explain why simple machines help people solve problems and do work more easily.	simple machines (lever, pulley, wedge, inclined plane, screw, wheel and axle) force, speed, motion -use of mathematical formulas not recommended *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams/models
Life Science	3	2	1	Comments	Evidence
Identifies the roles of organisms and the flow of energy in an ecosystem. S4L1 a, b	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates 1 of the following:	*producers (plants) *consumers (plant eaters and animal eaters) *decomposers (fungi, beetles,	Observations Science journal student records evidence from experiments
**S4CS1 - 8	a. Identify the roles of producers, consb. Demonstrate the flow of energy throconsumers, and decomposers. b. Demonstrate the flow of energy throproducers, consumers, and decomposers.	ugh a food chain beginning with sunlig ugh a food web & food chain beginnir	ht and including producers,	and other organisms) *composting *pollination *energy cycle *Review CS Standards to embed in lessons	research diagrams
Predicts how changes in an environment or population can affect an ecosystem.	Consistently and independently demonstrates both of the following:	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*life cycle *plant and animal dependency (pollination of plants, shelter,	Observations Science journal student records
54L1 c, d, **54CS1 - 8	c. Predicts how changes in the environm d. Predicts effects on a population if so many.	, , ,	protection, seed dispersal) *energy/flow of energy *links in food chain *Review CS Standards to embed in lessons	evidence from experiments research diagrams	
Identifies factors that	Consistently and independently	With Assistance, identifies factors	Does Not Demonstrate the	embed in lessons *Changes in light,	Observations
affect the survival or extinction of organisms in an ecosystem. S4L2 a. b	identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects	and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	knowledge to identify factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how	temperature, soil composition, nutrients and water, number of organisms, increase or decrease in consumers.	Science journal student records evidence from experiments research
*54C51 - 8	survival.	uoupranion arrects survival.	adaptation affects survival.	*Links in food chain/energy flow *Review CS Standards to embed in lessons	diagrams

		Healt	h		
	3	2	1	Comments	Evidence
Demonstrates healthy living	Consistently and independently	with Assistance, demonstrates an	Does Not Demonstrate an	BLAST	Observations
Strands:	demonstrates understanding of	understanding of alcohol, tobacco and	understanding of alcohol, tobacco	School Counselor	Health journal
	alcohol, tobacco and other drugs,	other drugs, disease prevention,	and other drugs, disease prevention,	Second Steps	research
14,15,16,17,18	disease prevention, mental health, and	mental health, and nutrition as it	mental health, and nutrition as it	School nutritionist	diagrams/models
14,15,10,17,10	nutrition as it effects the body and	effects the body and mind.	effects the body and mind.	School half frionist	BLAST certificate
		effects the body and mind.	effects the body and mind.		•
	mind.	with Assistance demandents on	Dana Nat Damanaturata au	Second Steps	assessments
Demonstrates personal	Consistently and independently	with Assistance, demonstrates an	Does Not Demonstrate an	'	Observations
safety	demonstrates an understanding of	understanding of safety and	understanding of safety and	School Counselor	Health journal
Strands:	safety and responsibility as it relates	responsibility as it relates to	responsibility as it relates to		research
19,20,21,22	to personal self.	personal self.	personal self.		Personal safety plan
		Social St	udies		
	Integrate Social Studies	Skills Matrices (Map and Globe S	kills & Information Processing Ski	lls) throughout units.	
Historical	3	2	1	Comments	Evidence
Understandings			_	30,,,,,,	
Describes development of	Consistently and independently	Consistently and independently	Consistently and independently		*Student portfolio
early Native American	demonstrates all (7) of the	demonstrates 5-6 of the following:	demonstrates less than 5 of the		*presentations
cultures	following:		following:		*assessments for student
5S4H1 a, b	(1-6) a. Locates where Native Americans s	settled with emphasis on:	•	1	learning
	*Arctic (Inuit), *Northwest (Kwakiutl),	*Plateau (Nez Perce), *Southwest (Hopi),		*teacher observation	
	(Seminole).				*SS journal notes
	(7) b. Describes how Native Americans us	ed their environment to obtain food, cloth	ling, and shelter.		Jean Market
Describes European	Consistently and independently	Consistently and independently	Consistently and independently	John Cabot, Vasco Núñez de	*Student portfolio
exploration in North	demonstrates all of the following:	demonstrates 3 of the following:	demonstrates less than 3 of the	Balboa, Juan Ponce de León,	*presentations
America	demonstrates an of the following.	demonstrates 5 of the following.	following:	Christopher Columbus, Henry	*assessments for student
SS4H2 a, b	1) 5 - 1 - 1	l See Lee IS. Did and a Con-	Hudson, and Jacques Cartier		
334F12 (L, D	1) a. Describes the reasons for the Spanis	=	Hudson, and Jacques Carrier	learning	
	2) a. Describes the obstacles to the Span			*teacher observation	
	3) a. Describes the accomplishments of the			*SS journal notes	
	4) b. Describes examples of cooperation a	,			
Explains factors shaping	Consistently and independently	Consistently and independently	Does Not demonstrate the		*Venn Diagrams
British colonial America	demonstrates both of the following:	demonstrates 1 of the following:	following:		*written assignments
554H3 a, b	(1) a. Compares and contrasts life in the N	lew England, Mid-Atlantic, and Southern o	colonies.		*student portfolio
	(2) b. Describes colonial life in America as	experienced by various people, including	*large landowners, *farmers,		*journal notes
	*artisans, *women, *indentured servants,				*graphic organizers
Explains causes, events, and	Consistently and independently	Consistently and independently	Consistently and independently	*including the French and	*Venn Diagrams
results of American	demonstrates all of the following:	demonstrates 3-4 of the following:	demonstrates less than 3 of the	Indian War, British Imperial	*written assignments
Revolution			following:	Policy that led to the 1765	*student portfolio
554H4 a, b, c, d	1)a. Traces the events that shaped the re	I volutionary movement in America		Stamp Act, the slogan "no	*journal notes
55 11 1 a, b, c, a	2)b. Explains the writing of the Declaration	•	how it was written why it was	taxation without	
	necessary, and how it was a response to ty	•	now it was written, why it was	representation," the activities	*graphic organizers
	3)c. Describes the major events of the Ar	•	Lavinatan and Cancond Sanatasa and	of the Sons of Liberty, and the	
	· ·	menicum kevolution -include the Buitles of	Lexington and Concord, Saratoga, and	Boston Tea Party.	
	Yorktown.	can victory and British defect		<u>'</u>	
	4)c. Explains the factors leading to Ameri	•	TIT Cooper Workington Danis S		
	5)d. Describes key individuals in the Amer	,	orge 111, George Washington, Benjamin		
	Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.			1	

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man- made features in U.S. SS4G1 a Describes how physical systems affect human	Consistently and independently locates all of the following physical and manmade features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes Consistently and independently demonstrates all of the following:	Consistently and independently locates 6-7 of the following physical and manmade features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes Consistently and independently demonstrates 3-4 of the following:	Consistently and independently locates less than 6 of the following physical and man-made features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes Consistently and independently demonstrates less than 3 of the		*Student map *assessments *journal notes/maps *written journal responses *presentations
systems SS462 a, b, c, d	a. Explains why the Native American gr developed permanent villages and other b. Describes how early explorers (SS4) they traveled. c. Explains how the physical geography economy. d. Explains how each force (American a	rs did not. H2a) adapted/failed to adapt, to the va of the New England, Mid-Atlantic, and nd British) attempted to use the physic	rious physical environments in which Southern colonies helped determine cal geography of each battle site to		*student portfolio
Civic Understandings	3	2	1	Comments	Evidence
Describes meaning of natural rights, popular sovereignty and the federal system of government SS4CG1 a	Consistently and independently describes meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble).	With assistance, describes meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble).	Does Not describe the meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble).		*Student written response *journal notes *frayer models of vocabulary *checklist
Economics	3	2	1	Comments	Evidence
Uses basic economic concepts to illustrate historical events SS4E1 a, b, c, d	Consistently and independently demonstrates all of the following: a. Describes opportunity costs and their rb. Explains how price incentives affect pec. Describe how specialization improves std. Explain how voluntary exchange helps b	ople's behavior and choices. andards of living.	Consistently and independently demonstrates less than 5 of the following:	Areas to consider: * (such as decisions to send expeditions to North and South America) *(such as colonial decisions about what crops to grow and products to produce) *(such as the differences in the economies in the New England, Mid- Atlantic, and Southern colonies) *(such as prehistoric and colonial trade in North America)	*teacher observation during a trade activity with students *student economic portfolio *group and/or student project and presentation

Quarter 3 Fourth Grade Rubric

		Language	Arts		
Reading	3	2	1	Comments	Evidence
Reads and understands	Consistently and independently	Demonstrates an understanding of 7	Demonstrates an understanding of		* Teacher (anecdotal notes)
vocabulary in context	demonstrates 9 of 9 of the following	of 9 of the following at the 4th	6 or less the following at the 4th		observation of vocabulary
ELA4R3 a, b, c, d, e, f, g, h,	at the 4th Grade level:	Grade level :	Grade level:		words read and understood in
i	1-Reads variety of texts and incorpora	tes new words orally and ;	-		context.
	2-Determines meanings of unknown wo	rds using context;			* Student writing using words
	3-Identifies meaning of common root v	vords ;			that enhances meaning and
	4-Determines the meanings of words a	nd alternates using dictionary and/or	thesaurus;		demonstrates understanding
	5-Identifies the meaning of common pr				of grade level vocabulary
	6-Identifies common idioms and figura				,
	7-Identifies playful uses of language;	·			
	8-Idenitifies/applies meaning of anton	yms, synonyms, and homophones			
	9-Recognizes and uses words with mult				
Demonstrates		Demonstrates an understanding of 7	-		* Benchmarks
comprehension of literary	demonstrates 9 of 9 of the following	of 9 the following at the 4th Grade	_		*Written response
text		level:	4th Grade level:		*Portfolio assessment
ELA4R1 Literary a-i	1-Relates theme in works of fiction to		*Teacher anecdotal notes		
	2-Identifies/analyzes story elements (
	3-Identifies speaker of a poem or stor				
	4-Identifites sensory details or figura				
	5-Identifies and shows relevance of fo				
	6-Makes judgments/ inferences about				
	7-Identifies similarities/ differences				
	8-Identifies themes and lessons in folk				
	9-Identifies rhyme and rhythm, repeti				
Demonstrates	Consistently and independently	Demonstrates an understanding of 6 of	Demonstrates an understanding of 5 or		* Benchmarks
comprehension of		8 of the following at the 4th Grade	less of the following at the 4th Grade		*Written response
informational text	-	level:	level:		*Portfolio assessment
ELA4R1 Informational a-h					*Teacher anecdotal notes
	1- locates facts to answer the reader's qu				
	2- identifies/uses knowledge of common to				
	3-identifies/uses knowledge of common gr				
	4-identifies/uses knowledge of common or				
	5-cause/effect in context				
	6-summarize main idea/details				
	7-perceptive and well-developed connection				
	8-distiniguishes fact from opinion or fictio	on			

Reading	3	2	1	Comments	Evidence
Reads fluently applying oral	Consistently, independently, and	Consistently, independently, and	Consistently, independently, and	- familiar materials	* Running records
reading strategies	with 95% accuracy orally reads	with 95% accuracy orally reads	with 95% accuracy orally reads	* Reading A-Z has passages	* DIBELS
ELA4R4 a, b, c	(using decoding, cueing, self-	(using decoding, cueing, self-	(using decoding, cueing, self-		* Six-Minute Solution
	monitoring, self-correcting, and	monitoring, self-correcting, and	monitoring, self-correcting, and		* Progress Monitoring
	prosody to demonstrate fluency) 112-	prosody to demonstrate fluency) 105	prosody to demonstrate fluency)		
		111 wpm.	less than 105 wpm.		
Consistently reads towards	Consistently and independently reads	Consistently and independently	Consistently and independently	Integrate Social Studies &	Home Reading Logs &
25 book goal or 1,000,000	19 or more grade level books (or book	reads 12-18 grade level books (or	reads 11 or fewer grade level	Science standards	Classroom Reading Logs
words cross curricular.	equivalents) from 3 different literary	book equivalents) from 3 different	books (or book equivalents) from 3		
ELA4R2	forms & at least 5 different authors.	literary forms & at least 5 different	different literary forms & at least		
		authors.	5 different authors.		
Writing	3	2	1	Comments	Evidence
Uses the writing process	Consistently and independently uses	With assistance, uses the writing	Does not demonstrate use of the	Integrate Social Studies &	Teacher Anecdotals
ELA4W4 a, b, c		process (plans, drafts, revises, edits	writing process (plans, drafts,	Science standards	Work samples-portfolio
		to correct mechanics, sentence	revises, edits to correct mechanics,		· ·
		structure, and spelling).	sentence structure, and spelling).		
Writes legibly in cursive	Consistently and independently	Inconsistently writes legibly in	Does not demonstrate the ability		
ELA4C1 e		cursive, leaving space between	to write legibly in cursive, leaving		
LLATOIE		<u> </u>	space between letters in a word and		
		in a sentence.	between words in a sentence.		
-1					A. 1
	, , , ,	Demonstrates concepts of	Demonstrates concepts of	*Uses the writing process	*journals
· ' '	, , ,	developing IDEAS for 3 of 4	developing IDEAS for less than 3	(uses writer's workshop)	*conf notes
ELA4W1 a, b	IDEAS for 4 genres :	genres:	of 4 genres:	*Mini-lessons	*published work
ELA4W2:	*engages reader, establishes context,	*complex characters			*author's chair notes page
Narrative a, b, e, f	*point of view	*central question, issue, or situation			
Informational a, b, e, g	*excludes extraneous details	* more than one source of information			
Persuasive a, b, c, d	*plot, setting, conflict, characters,	*clear position with support			
Response to Lit a, b, c ,e	events	*interpretive, evaluative, or reflective	e judgment with support		
Organization: Structure is	Consistently and independently	Consistently and independently	Consistently and independently	*Uses the writing process	*journals
clear and appropriate	demonstrates concepts of	demonstrates mastery of concepts	demonstrates mastery of concepts	(uses writer's workshop)	*conf notes
ELA4W1 d	ORGANIZATION for 4 genres:	of ORGANIZATION for 3 of 4	of developing ORGANIZATION for	*Use graphic organizers to	*published work
ELA4W2:		genres:	less than 3 of 4 genres:	help students to understand	*author's chair notes page
Narrative c,h				the underlying structure of	
Informational, c, d, h				writing	
Persuasive, e, f	*organizing structure/context	*appropriate facts and details		Transitional elements	
Response to Lit d, f	*sense of closure	*summary of literary work		Traditional structures:	
	*coherence, transitions	*chronological order, cause and effec	t, similarity and difference, and	(chronological order, cause	
	·	posing and answering a question	,	and effect, similarity and	
		. 5 .		difference, posing and	
				answering questions)	

demonstrates mastery of concepts of demonstrates mastery of concepts of developing STVLE for less than 2 genres: "Engages the reader by establishing a context, creating a speaker's voice informational a, f resussive a language informational a, f, interpretive, evaluative, reflective judgment interpretive, evaluative, reflecti	Writing	3	2	1	Comments	Evidence
## special contents of a percent of the special contents of the special conten	Style: Uses interesting	Consistently and independently	Consistently and independently	Consistently and independently	Uses the writing process	*journals
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documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Ses reference materials in reading and writing ELA4W3 a, b, c Set and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, atlas, magazines, newspapers). (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and servence memory, disk drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, almanac, atlas, magazines, newspapers).	to support writing	basic computer skills to research,	computer skills to research, support	computer skills to research, support	Science standards	Technology rubrics
terms, software, memory, disk drive, hard drive). Uses reference materials in reading and writing acknowledges in formation from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, atlas, magazines, newspapers). Software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and uses information from sources and uses information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, appendices, indicies, glossaries, appendices, almanac, atlas, magazines, almanac, atlas, magazines, almanac, atlas, magazines, and terms, software, memory, disk drive, hard drive). Integrate Social Studies & Science standards Science standards DC Writing Rubric of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines,	ELA4W3 d	support writing, and create simple	writing, and create simple documents	writing, and create simple		
hard drive). Description drive). Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). drive). drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines, almanac, atlas, magazines, almanac, atlas, magazines, advised by acknowledges information from sources and uses information from sources and reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atl		documents (keyboarding, computer	(keyboarding, computer terms,	documents (keyboarding, computer		
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acknowledges information from sources and uses sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). information from sources and uses information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). Science standards Science standards Science standards DC Writing Rubric Contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines,		hard drive).	drive).	drive, hard drive).		
sources and uses reference materials in reading and in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). DC Writing Rubric reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines,	Uses reference materials	Consistently and independently	Inconsistently acknowledges	Does not demonstrate use of	Integrate Social Studies &	Teacher Anecdotals
in reading and writing (prefaces, appendices, appendices, indicies, glossaries, table of of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). writing (prefaces, appendices, indicies, glossaries, table of indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines, appendices, writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines,	in reading and writing	acknowledges information from	information from sources and uses	information from sources and	Science standards	Student & Teacher Checklists
appendices, indicies, glossaries, table of of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines,	ELA4W3 a, b, c	sources and uses reference materials	reference materials in reading and	reference materials in reading and		DC Writing Rubric
of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers). contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, almanac, atlas, magazines,		in reading and writing (prefaces,	writing (prefaces, appendices,	writing (prefaces, appendices,		
encyclopedia, electronic info, almanac, encyclopedia, electronic info, atlas, magazines, newspapers). almanac, atlas, magazines, almanac, atlas, magazines,		appendices, indicies, glossaries, table	indicies, glossaries, table of	_		
atlas, magazines, newspapers). almanac, atlas, magazines, almanac, atlas, magazines,		•	· ·	contents, dictionary, thesaurus,		
		encyclopedia, electronic info, almanac,	encyclopedia, electronic info,	encyclopedia, electronic info,		
newspapers).		atlas, magazines, newspapers).	almanac, atlas, magazines,	almanac, atlas, magazines,		
			newspapers).	newspapers).		

Listening, Speaking and Viewing	3	2	1	Comments	Evidence
Uses oral and visual	Consistently uses oral and visual	With assistance, uses oral and	Does not demonstrate use of oral		*presentations
strategies to communicate	strategies to acquire and relate	visual strategies to acquire and	and visual strategies to acquire and		*group discussions
ELA4LSV1 a - l	information (summarizing, responding,	relate information (summarizing,	relate information (summarizing,		*cooperative learning groups
ELA4LSV2 a - e	recalling, focusing attention, and	responding, recalling, focusing	responding, recalling, focusing		
	presenting).	attention, and presenting).	attention, and presenting).		
		Mathema	tics		
Number and Operations	3	2	1	Comments	Evidence
Identifies place value	Consistently and independently	With Assistance, Identifies place	Does Not Demonstrate the		Teacher observation
M4N1 a	identifies place value from	value from hundredths through one	identification of place value from		benchmark assessments
	hundredths through one million.	million.	hundredths through one million.		content assessments
Represents numbers in	Consistently and independently	Consistently and independently	Consistently and independently		Teacher observation
various ways	demonstrates all of the following,	demonstrates 2 out of 3 of the	demonstrates less than 2 of the		benchmark assessments
M4N1 b	Represents a number's:	following, Represents a number's:	following, Represents a number's:		content assessments
	1)word name 2)standard form	1)word name 2)standard form	1)word name 2)standard form		math journals
	3)expanded form.	3)expanded form.	3)expanded form		
Rounds whole numbers and	Consistently and independently,	Consistently and independently,	Consistently and independently,		Teacher observation
decimals	demonstrates all of the following:	demonstrates 3-4 of the following:	demonstrates less than 3 of the		benchmark assessments
M4N2 a, b, c, d, e			following:		content assessments
	a. Round numbers to the nearest ten, hund	red, or thousand.	-		math journals
	b. Describe situations in which rounding nu	mbers would be appropriate and determin	e whether to round to the nearest ten,		
	hundred, or thousand.				
	c. Determine to which whole number or ter d. Round a decimal to the nearest whole nu		uch as a number line, and/or charts.		
	e. Represent the results of computation as		difference by rounding numbers		
Solves problems involving	·	With Assistance, Solves problems	Does Not Demonstrate solving		Teacher observation
multiplication	solves problems involving	involving multiplication of 2-3 digit	problems involving multiplication of		benchmark assessments
M4N3	multiplication of 2-3 digit numbers by		2-3 digit numbers by 1-2 digit		content assessments
	1-2 digit numbers.	inambere 27 1 1 eight hambere :	numbers.		math journals
Demonstrates fluency with	Consistently and independently	With Assistance, knows the	Does Not Demonstrate a		Teacher observation
•	knows the division facts with	division facts with understanding and			benchmark assessments
(20 per minute)	understanding and fluency.	fluency.	understanding and fluency.		content assessments
(== po	and placing,	11.00.1.07.	and planting and planting.		math journals
Number and Operations	3	2	1	Comments	Evidence
Solves problems involving	Consistently and independently	Consistently and independently	Consistently and independently	Including those that	Teacher observation
division	demonstrates all of the following,	demonstrates 2 out of 3 of the	demonstrates less than 2 of the	generate a remainder.	benchmark assessments
M4N4 b, c, d		following,	following,	(2050/50 yields the same	content assessments
	b) solves problems involving division by	a 1 & 2-digit number and		answer as 205/5.)	math journals
	c) understands the relationship between	_	emainder		
	d) understands & explains effect on qu	•			
	<u>'</u>		. (40		Revised June 2010

Number and Operations	3	2	1	Comments	Evidence
Understands decimals as	Consistently and independently	With assistance, demonstrates	Does Not Demonstratean		
part of base-ten system.	demonstrates understanding that	understanding that decimals are	understanding that decimals are		
M4N5 a	decimals are part of base-ten system.	part of base-ten system.	part of base-ten system.		
Orders 2-digit decimals	Consistently and independently	With Assistance, demonstrates	Does Not Demonstrate an		Teacher observation
M4N5 b	demonstrates understanding of and	understanding and ordering 2-digit	understanding of ordering 2-digit		benchmark assessments
	orders 2-digit decimal.	decimals.	decimals.		content assessments
					math journals
Adds and subtracts one-		With Assistance, to add and	Does Not Demonstrate adding and		Teacher observation
and two-digit decimals	and subtracts one- and two-digit	subtract one- and two-digit decimals.	1		benchmark assessments
M4N5 c	decimals.		decimals.		content assessments
Uses a variety of	Consistently and independently	Consistently and independently	Consistently and independently	Include the parentheses in	math journals Teacher observation
properties and strategies	demonstrates all of the following,	demonstrates 3 out of 4 of the	demonstrates less than 3 of the	the order of operations.	benchmark assessments
to solve problems	demonstrates an of the following,	following,	following,	Compute using the	content assessments
M4N7 a, b, c, d		•	remaining,	commutative, associative, and	
, , , , ,	a)describes situations in which the fou		distributive properties.	J	
	b)computing using the order of operati				
	c)compute using the commutative, asso	·			
	d)mental math and estimation strategi	es			
Measurement	3	2	1	Comments	Evidence
Measurement Measures and compares	3 Consistently and independently	2 With Assistance, Identifies and	Does Not Demonstrate the	Comments (gram, kilogram, ounces,	Evidence Teacher observation
	· ·				
Measures and compares	Consistently and independently	With Assistance, Identifies and uses standard and metric units to	Does Not Demonstrate the	(gram, kilogram, ounces,	Teacher observation
Measures and compares weight using standard and	Consistently and independently identifies and uses standard and	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and	Does Not Demonstrate the identification and use of standard	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments
Measures and compares weight using standard and metric units	Consistently and independently identifies and uses standard and metric units to measure the weight of	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and	Does Not Demonstrate the identification and use of standard and metric units to measure the	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement.	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding,	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding,	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods M4M2 a	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Consistently and independently	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. With Assistance, Demonstrates	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles.	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods M4M2 a Understands half rotation	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Consistently and independently	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. With Assistance, Demonstrates	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Does Not Demonstrate	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods M4M2 a Understands half rotation and full rotation	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Consistently and independently demonstrates understanding of half	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. With Assistance, Demonstrates understanding of half (180°) and full	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Does Not Demonstrate anunderstanding of half (180°) and	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods M4M2 a Understands half rotation and full rotation M4M2 b	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Consistently and independently demonstrates understanding of half (180°) and full (360°) rotations.	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. With Assistance, Demonstrates understanding of half (180°) and full (360°) rotations. With Assistance, Determines that	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Does Not Demonstrate anunderstanding of half (180°) and full (360°) rotations.	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments
Measures and compares weight using standard and metric units M4M1. a, b, c Measures angles using various tools and methods M4M2 a Understands half rotation and full rotation M4M2 b Determines that the sum	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement. Consistently and independently uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Consistently and independently demonstrates understanding of half (180°) and full (360°) rotations. Consistently and independently	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement. With Assistance, uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. With Assistance, Demonstrates understanding of half (180°) and full (360°) rotations. With Assistance, Determines that	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles. Does Not Demonstrate anunderstanding of half (180°) and full (360°) rotations. Does Not Demonstrate that the	(gram, kilogram, ounces, pounds and	Teacher observation benchmark assessments content assessments math journals Teacher observation benchmark assessments content assessments

Geometry	3	2	1	Comments	Evidence
Classifies triangles by their angles M4G1 a	Consistently and independently examines and compares angles in order to classify and identify triangles by their angles.	With Assistance, examines and compares angles in order to classify and identify triangles by their angles.	Does Not Demonstrate examining and comparing angles in order to classify and identify triangles by their angles.		Teacher observation benchmark assessments content assessments math journals
Describes parallel & perpendicular lines in plane figures M4G1 b M4G2 b	Consistently and independently describes parallel and perpendicular lines in plane geometric figures and rectangular prisms.	With Assistance, describes parallel and perpendicular lines in plane geometric figures and rectangular prisms.	Does Not Demonstrate describing parallel and perpendicular lines in plane geometric figures and rectangular prisms.		Teacher observation benchmark assessments content assessments math journals
Classifies, compares and contrasts quadrilaterals M4G1 c, d	Consistently and independently examines, classifies, compares and contrasts quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	With Assistance, examines, classifies, and compares quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	Does Not Demonstrate examing, classifying, and comparing quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	includes comparing quads	Teacher observation benchmark assessments content assessments math journals
Compare/contrast solid figures and constructs models to represent them M4G2 a, c	Consistently and independently constructs models and compares/contrasts solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	With Assistance, constructs models of and compares/contrasts solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	Does Not Demonstrate constructing models of and comparing/contrasting solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	Compares cube and rectangular prism in terms of number of faces, edges, and vertices. figures: cube, prisms,	Teacher observation benchmark assessments content assessments math journals
Graphs and locates points and ordered pairs M4G3 a, b, c	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:		Teacher observation benchmark assessments content assessments
	a. Understand and apply ordered pairs b. Locate a point in the first quadrant c. Graph ordered pairs in the first qua	in the coordinate plane and name the c	•		math journals
Algebra	3	2	1	Comments	Evidence
Describes relationships with patterns and rules M4A1a	Consistently and independently understands and applies patterns and rules to describe relationships and solve problems.	With Assistance, demonstrates an understanding and application of patterns and rules to describe relationships and solve problems.	Does Not Demonstrate an understanding and application of patterns and rules to describe relationships and solve problems.		Teacher observation benchmark assessments content assessments math journals
Represents unknowns using symbols M4A1b	Consistently and independently represents unknowns using symbols.	With Assistance, demonstrates representing unknowns using symbols.	Does Not Demonstrate representing unknowns using symbols.		Teacher observation benchmark assessments content assessments math journals
Writes and evaluates mathematical expressions M4A1c	Consistently and independently writes and evaluates mathematical expressions using symbols and different values.	With Assistance, writes and evaluates mathematical expressions using symbols and different values.	Does Not Demonstrate writing and evaluating mathematical expressions using symbols and different values.	Δ□	Teacher observation benchmark assessments content assessments math journals

Data Analysis and Probability	3	2	1	Comments	Evidence
Represents, investigates,	Consistently and independently	With Assistance, represent,	Does Not Demonstrate the		Teacher observation
and evaluates data in a	represents, investigates, and	investigate, and evaluate data in a	representation, investigation, and		benchmark assessments
variety of graphs	evaluates data in a variety of graphs	variety of graphs (bar, line, circle,	evaluation of data in a variety of		content assessments
M4D1 a, b	(bar, line, circle, line plot, pictographs	line plot,pictographs and Venn	graphs (bar, line, circle, line plot,		math journals
	and Venn diagrams).	diagrams).	pictographs and Venn diagrams).		
Compares different graphs	Consistently and independently	With Assistance, compares	Does Not Demonstrate comparing		Teacher observation
for a given set of data,	compares different graphs for a given	different graphs for a given set of	of different graphs for a given set		benchmark assessments
identifying missing and	set of data, identifying missing and	data, identifying missing and	of data, and/or does not identify		content assessments
duplicated information	duplicated information.	duplicated information	missing and duplicated information.		math journals
M4D1 c, d	·	•			·
Determines and justifies	Consistently and independently	Consistently and independently	Consistently and independently		
range, mode, and median of	determines and justifies all of the	determines and justifies 2 of the	determines and justifies less than		
data	following: range, mode, and median	following: range, mode, and median	2 of the following: range, mode,		
M4D1 e	of given data	of given data .	and median of given data		
Process Skills	3	2	1	Comments	Evidence
Uses mathematical	Consistently and independently	With Assistance, Solves problems in	Does Not Demonstrate solving		Teacher observation
language to express,	solves problems in math and other	math and other content areas,	problems in math and other content		benchmark assessments
connect ideas, record and	content areas, expresses ideas using	expresses ideas using precise	areas, express ideas using precise		content assessments
solve problems	precise mathematical language,	mathematical language, reasons and	mathematical language, reason and		math journals
M4P1-5	reasons and evaluates mathematical	evaluates mathematical arguments,	evaluate mathematical arguments,		•
		understands how mathematical ideas	understand how mathematical ideas		
	mathematical ideas connect, applies	connect, applies mathematical ideas	connect, apply mathematical ideas in		
	I	in other areas, and records	other areas, and record		
	, and the second	mathematical ideas with pictures,	mathematical ideas with pictures,		
		words, models, and symbols .	words, models, and symbols.		
	,				
		Scienc			
	Rememb	er to include science process skills	that are embedded inside the uni	ts	
Earth Science	3	2	1	Comments	Evidence
Explains and investigates	Consistently and independently	Consistently and independently	Consistently and independently		Observations
how states of water are	demonstrates understanding of all	demonstrates understanding of 3-4	_		Science journal
related to the water cycle	of the following:	of the following:	less than 3 of the following:		student records
and weather precipitation	a. Demonstrates how water changes sto	ates from solidto liquid to gas and cha	nges from gas to liquid to solid		evidence from experiments
S4E3 a,b,c,d,e	b. Identifies the temperatures at whic		- '		research
	c. Investigates how clouds are formed.		·		diagrams/models
	d. Explains the water cycle,				demonstrations by students
	e. Investigates different forms of pre	cipitation and sky conditions			

Earth Science	3	2	1	Comments	Evidence
Models and explains the movement of the earth and moon in relation to seasonal changes and moon phases S4E2 a,b,c	Consistently and independently explains all of the following: a. Explains the day/night cycle of the eb. Explains the sequence of the phases c. Demonstrates the revolution of the	of the moon.	Consistently and independently explains less than 2 of the following:	*full , quarter, new moons *rising and setting of the sun *sun position/shadows *rotation	Observations Science journal student records evidence from experiments research diagrams/models
Demonstrate size and order of the planets of the solar system S4E2 d	Consistently and independently organizes the planets by size and order in relation in relationship to the sun.	With Assistance, organizes the planets by size and order in relationship to the sun .	Does Not Demonstrate organizing the planets by size and order in relationship to the sun.	*relative planet size and order relative to the sun	Observations Science journal student records evidence from experiments research - diagrams/models demonstrations by students
Collects and analyses weather data to predict weather patterns and seasonal changes S4E4 a, b, c, d	Consistently and independently demonstrates all of the following: a. Identifies weather instruments & exb. Using a weather map, identifies the c. Uses observations & records of weath. Differentiate between weather and	fronts, temperature, and precipitation ther conditions to predict weather pat	n & interprets weather conditions	*weather instruments (thermometer, wind vane, anemometer, barometer, rain gauge, wind sock) *weather: forecasts, conditions, patterns *meteorologist *seasonal changes, climate	Observations Science journal student records evidence from experiments research diagrams/models/maps uses equipment appropriately
Explains planetary, lunar, and stellar attributes S4E1 a, b, c, d	Consistently and independently demonstrates all of the following: a. Recognizes the physical attributes o b. Compares the similarities and differ c. Explains why the patterns of stars in locations at different times d. Identifies how technology is used to	rences of planets to the stars in appear n a constellation stays the same, but a	•	*attributes of stars: magnitude, color, position/patterns, # of *constellations *telescope *observatory *planetary motion	Observations Science journal student records evidence from experiments research diagrams/models
Physical Science	3	2	1	Comments	Evidence
Demonstrates how applied forces cause changes in the speed and motion of objects S4P3 b, c, d	Consistently and independently demonstrates all of the following: b. Uses different size objects to obse	·		gravitational force *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments
*S4CS1 - 8	c. Explains what happens to the speed applied. d. Demonstrates the effect of gravita				research diagrams/models

Physical Science	3	2	1	Comments	Evidence
•	Consistently and independently uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily. 3 Consistently and independently	With Assistance, uses knowledge of applied force to explain why simple machines help people solve problems	Does Not Demonstrate the knowledge of applied force to explain why simple machines help people solve problems and do work more easily. 1 Consistently and independently demonstrates 1 of the following:	Comments simple machines (lever, pulley, wedge, inclined plane, screw, wheel and axle) force, speed, motion -use of mathematical formulas not recommended *Review CS Standards to embed in lessons Comments *producers (plants) *consumers (plant eaters and animal eaters)	Evidence Observations Science journal student records evidence from experiments research diagrams/models Evidence Observations Science journal student records
S4L1 a, b **S4CS1 - 8	b. Demonstrate the flow of energy throconsumers, and decomposers.	nsumers, and decomposers in a community. rough a food chain beginning with sunlight and including producers, * rough a food web & food chain beginning with sunlight and including *		*decomposers (fungi, beetles, and other organisms) *composting *pollination *energy cycle *Review CS Standards to embed in lessons	evidence from experiments research diagrams
Predicts how changes in an environment or population can affect an ecosystem. S4L1 c, d, **S4CS1 - 8		demonstrates 1 of the following: nent would affect a community (ecosys	<u> </u>	*life cycle *plant and animal dependency (pollination of plants, shelter, protection, seed dispersal) *energy/flow of energy *links in food chain *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams
Identifies factors that affect the survival or extinction of organisms in an ecosystem. S4L2 a, b *54C51 - 8	identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and	endangered and extinct organisms as	knowledge to identify factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	*Changes in light, temperature, soil composition, nutrients and water, number of organisms, increase or decrease in consumers. *Links in food chain/energy flow *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams
	3	2	1	Comments	Evidence
Demonstrates healthy living Strands: 1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15,16,17,18	demonstrates understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and	understanding of alcohol, tobacco and other drugs, disease prevention,	Does Not Demonstrate an understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.	BLAST School Counselor Second Steps School nutritionist	Observations Health journal research diagrams/models BLAST certificate assessments

Health	3	2	1	Comments	Evidence
Demonstrates personal safety Strands: 19,20,21,22	Consistently and independently demonstrates an understanding of safety and responsibility as it relates to personal self.	with Assistance, demonstrates an understanding of safety and responsibility as it relates to personal self.	Does Not Demonstrate an understanding of safety and responsibility as it relates to personal self.	Second Steps School Counselor	Observations Health journal research Personal safety plan
19,20,21,22	To personal serr.	<u> '</u>	<u> </u> '		rersonal safety plan
		Social St			
	Integrate Social Studies	Skills Matrices (Map and Globe S	kills & Information Processing Ski	lls) throughout units.	
Historical Understandings	3	2	1	Comments	Evidence
Describes development of early Native American cultures SS4H1 a, b	Consistently and independently demonstrates all (7) of the following:	Consistently and independently demonstrates 5-6 of the following:	Consistently and independently demonstrates less than 5 of the following:		*Student portfolio *presentations *assessments for student learning
33 II II u, 5	 (1-6) a. Locates where Native Americal *Arctic (Inuit), *Northwest (Kwakiut) *Southeast (Seminole). (7) b. Describes how Native Americans), *Plateau (Nez Perce), *Southwest	. , ,		*teacher observation *SS journal notes
Describes European exploration in North America	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3 of the following:	Consistently and independently demonstrates less than 3 of the following:	John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry	*Student portfolio *presentations *assessments for student
SS4H2 a, b	1) a. Describes the reasons for the Sp 2) a. Describes the obstacles to the S 3) a. Describes the accomplishments o 4) b. Describes examples of cooperation	panish, French, and English exploration f the Spanish, French, and English exp	ns olorations	Hudson, and Jacques Cartier	learning *teacher observation *SS journal notes
Explains factors shaping British colonial America	Consistently and independently demonstrates both of the following:	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:		*Venn Diagrams *written assignments
SS4H3 a, b	(1) a. Compares and contrasts life in th (2) b. Describes colonial life in America *artisans, *women, *indentured servan	a as experienced by various people, inc			*student portfolio *journal notes *graphic organizers
Explains causes, events, and results of American Revolution	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3-4 of the following:	Consistently and independently demonstrates less than 3 of the following:	*including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act,	*written assignments *student portfolio
Revolution SS4H4 a, b, c, d	1)a. Traces the events that shaped the revolutionary movement in America, 2)b. Explains the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. 3)c. Describes the major events of the American Revolution -include the Battles of Lexington and Concord, Saratoga, and Yorktown. 4)c. Explains the factors leading to American victory and British defeat 5)d. Describes key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.		the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party.	*journal notes *graphic organizers	

Historical Understandings	3	2	1	Comments	Evidence
Analyzes challenges faced by new nation SS4H5 a, b, d, e	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3-4 of the following:	Consistently and independently demonstrates less than 3 of the following:	*(James Madison and Benjamin Franklin) * including the rights of states, the Great	*Venn Diagrams *written assignments *student portfolio *journal notes
	3)c. Identifies the three branches of 4)d. Identifies and explains the rights power of government, and explains the	ne Constitutional Convention and descr	ibes the major issues they debated, e Constitution, e Bill of Rights places limits on the tution in 1791.	Compromise, and slavery. *describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.	*graphic organizers
Explains Westward Expansion SS4H6 a, b	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:	*with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the	
	a. Describes territorial expansion b. Describe the impact of the steambo c. Describe the impact of westward ex		graph on life in America.	Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	*graphic organizers
Examines main ideas of abolitionist/suffrage movements	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:	*significance of Sojourner Truth's address ("Ain't I a Woman?" 1851)	*Student portfolio *presentations *assessments for student
SS4H7 a, b	a. Discuss the biographies of (1) Harribb. Explain the significance of (3) Sojou	et Tubman and (2)Elizabeth Cady Star urner Truth to the abolition and suffra			learning *teacher observation *SS journal notes
Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man- made features in U.S. SS4G1 a, b	Consistently and independently locates all of the following physical and manmade features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes	Consistently and independently locates 6-7 of the following physical and manmade features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes	Consistently and independently locates less than 6 of the following physical and man-made features in the U.S: 1)Atlantic Coastal Plain, 2)Great Plains, 3)Continental Divide, 4)Great Basin, 5)Death Valley, 6)Gulf of Mexico, 7)St. Lawrence River, 8)the Great Lakes		*Student map *assessments *journal notes/maps

Geographical Understandings	3	2	1	Comments	Evidence
Describes how physical systems affect human systems	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3-4 of the following:	Consistently and independently demonstrates less than 3 of the following:		*written journal responses *presentations *student portfolio
554 <i>G</i> 2 a, b, c, d, e	a. Explains why the Native American g developed permanent villages and othe b. Describes how early explorers (SS4 which they traveled. c. Explains how the physical geography economy. d. Explains how each force (American of its benefit (SS4H4c). e. Describe physical barriers that hind to 1861 (SS4H6a).	rs did not. H2a) adapted/failed to adapt, to the v of the New England, Mid-Atlantic, and and British) attempted to use the phys	various physical environments in d Southern colonies helped determine sical geography of each battle site to		
Civic Understandings	3	2	1	Comments	Evidence
Describes meaning of natural rights, popular sovereignty and the federal system of government Names positive character traits of key historic	Consistently and independently describes meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble). Consistently and independently names positive character traits of key historic	With assistance, describes meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble). With Assistance, names positive character traits of key historic figures	Does Not meaning of natural rights, popular sovereignty and the federal system of government (Declaration of Independence, Preamble). Does Not Demonstrate naming positive character traits of key		*Student written response *journal notes *frayer models of vocabulary *checklist *character maps *character graphic organizers
figures SS4CG5	figures (honesty, patriotism, courage, trustworthiness).	(honesty, patriotism, courage, trustworthiness).	historic figures (honesty, patriotism, courage, trustworthiness).		*written journal responses
Economics	3	2	1	Comments	Evidence
Uses basic economic concepts to illustrate historical events SS4E1 a, b, c, d, e, f	Consistently and independently demonstrates all of the following:		Consistently and independently demonstrates less than 5 of the following:	Areas to consider: * (such as decisions to send expeditions to North and South America)	*teacher observation during a trade activity with students *student economic portfolio *group and/or student project
33 rei u, b, c, u, e, 1	a. Describes opportunity costs and their relationship to decision-making across time. b. Explains how price incentives affect people's behavior and choices. c. Describe how specialization improves standards of living. d. Explain how voluntary exchange helps both buyers and sellers. e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies). f. Give examples of technological advancements and their impact on business productivity during the development of the			*(such as colonial decisions about what crops to grow and products to produce) *(such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies) *(such as prehistoric and colonial trade in North America)	and presentation

Quarter 4 Fourth Grade Rubric

		Language	Arts		
Reading	3	2	1	Comments	Evidence
Reads and understands vocabulary in context ELA4R3 a, b, c, d, e, f, g, h,	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level:		Demonstrates an understanding of 6 or less the following at the 4th Grade level:		* Teacher (anecdotal notes) observation of vocabulary words read and understood in
i	1-a. Reads a variety of texts and incorp 2-b. Determines the meaning of unknow 3-c. Identifies the meaning of common 4-d. Determines meanings of words and 5-e. Identifies the meaning of common 6-f. Identifies the meaning of common 7-g. Identifies playful uses of language 8-h. Recognizes and uses words with m 9-i. Identifies and applies the meaning	on words using their context. root words to determine the meaning of alternate word choices using a diction prefixes (e.g., un-, re-, dis-). idioms and figurative phrases. (e.g., puns, jokes, palindromes). ultiple meanings (intended from the coof the terms antonym, synonym, and h	of unfamiliar words. nary or thesaurus. ntext of the sentence) omophone.		context. * Student writing using words that enhances meaning and demonstrates understanding of grade level vocabulary
Demonstrates comprehension of literary text ELA4R1 Literary a-i	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level: 1-a. Relates theme in works of fiction to 2-b. Identifies & analyzes the elements 3-c. Identifies the speaker of a poem of 4-d. Identifies sensory details and figuing 5-e. Identifies & shows the relevance of 6-f. Makes judgments & inferences about 7-g. Identifies similarities & difference 8-h. Identifies themes and lessons in form 9-i. Identifies rhyme and rhythm, repe	of 9 the following at the 4th Grade level: To personal experience. To following at the 4th Grade level: To personal experience. To following character, and setting* To story. The story. The story characters are supplied to the setting of foreshadowing clues. The story characters are events, supplied to the setting of the setting are characters are events at the story collisions.	Grade level: orts them w/evidence from the text. heme & the author's life.	* in stories read, written, viewed, or performed.	* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
Demonstrates comprehension of informational text ELA4R1 Informational a-h	Consistently and independently demonstrates all of the following at the 4th Grade level: 1-a. Locates facts that answer the read 2-b. Identifies/uses knowledge of com 3-c. Identifies/uses knowledge of com 4-d. Identifies/uses knowledge of com 5-e. Distinguishes cause from effect in 6-f. Summarizes main ideas and suppor 7-g. Makes perceptive and well-develop 8-h. Distinguishes fact from opinion or	mon textual features* mon graphic features* mon organizational structures* a context. ting details. ed connections.		*(e.g., paragraphs, topic sentences, concluding sentences, glossary). * (e.g., charts, maps, diagrams, illustrations). * (e.g., chronological order, cause and effect).	* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes

Reading	3	2	1	Comments	Evidence
Reads fluently applying oral	Consistently, independently, and	Consistently, independently, and	Consistently, independently, and	- familiar materials	* Running records
reading strategies	with 95% accuracy orally reads	with 95% accuracy orally reads	with 95% accuracy orally reads	* Reading A-Z has passages	* DIBELS
ELA4R4 a, b, c	(using decoding, cueing, self-	(using decoding, cueing, self-	(using decoding, cueing, self-		* Six-Minute Solution
	monitoring, self-correcting, and	monitoring, self-correcting, and	monitoring, self-correcting, and		* Progress Monitoring
	prosody to demonstrate fluency) 112-	prosody to demonstrate fluency) 105	prosody to demonstrate fluency)		
	118wpm.	111 wpm.	less than 105 wpm.		
Consistently reads towards	Consistently and independently reads	Consistently and independently	Consistently and independently	Integrate Social Studies &	Home Reading Logs &
25 book goal or 1,000,000	25 or more grade level books (or book	reads 19-24 grade level books (or	reads 18 or fewer grade level	Science standards	Classroom Reading Logs
words cross curricular.	equivalents) from 3 different literary	book equivalents) from 3 different	books (or book equivalents) from 3		
ELA4R2	forms & at least 5 different authors.	literary forms & at least 5 different	different literary forms & at least		
		authors.	5 different authors.		
Writing	3	2	1	Comments	Evidence
Uses the writing process	Consistently and independently uses	With assistance, uses the writing	Does not demonstrate use of the	Integrate Social Studies &	Teacher Anecdotals
ELA4W4 a, b, c	the writing process (prewriting,	process (plans, drafts, revises, edits	writing process (plans, drafts,	Science standards	Work samples-portfolio
	drafting, revising, and editing)	to correct mechanics, sentence	revises, edits to correct mechanics,		
		structure, and spelling).	sentence structure, and spelling).		
Writes legibly in cursive	Consistently and independently	Inconsistently writes legibly in	Does not demonstrate the ability		
ELA4C1 e	writes legibly in cursive, leaving space	cursive, leaving space between	to write legibly in cursive, leaving		
	between letters in a word and	letters in a word and between words	space between letters in a word and		
	between words in a sentence.	in a sentence.	between words in a sentence.		
Ideas: Establishes a focus	Consistently and independently	Demonstrates concepts of	Demonstrates concepts of	*Uses the writing process	*journals
and develops main points	demonstrates concepts of developing	developing IDEAS for 3 of 4	developing IDEAS for less than 3	(uses writer's workshop)	*conf notes
ELA4W1 a, b	IDEAS for 4 genres:	genres:	of 4 genres:	*Mini-lessons	*published work
ELA4W2:					' *author's chair notes page
Narrative a, b, e, f	*engages reader, establishes context,	·			. 5
Informational a, b, e, g	*point of view	*central question, issue, or situation			
Persuasive a, b, c, d	*excludes extraneous details	*more than one source of information			
Response to Lit a, b, c,e	*plot, setting, conflict, characters,	*clear position with support			
	events	*interpretive, evaluative, or reflective	e judgment with support		
Organization: Structure is	Consistently and independently	Consistently and independently	Consistently and independently	*Uses the writing process	*journals
clear and appropriate	demonstrates concepts of	demonstrates mastery of concepts	demonstrates mastery of concepts	(uses writer's workshop)	*conf notes
ELA4W1 c	ORGANIZATION for 4 genres:	of ORGANIZATION for 3 of 4	of developing ORGANIZATION for	*Use graphic organizers to	*published work
ELA4W2:		genres:	less than 3 of 4 genres:	help students to understand	*author's chair notes page
Narrative c,h				the underlying structure of	
Informational, c, d, h				writing	
Persuasive, e, f	*organizing structure/context	*appropriate facts and details		Transitional elements	
Response to Lit d, f	*sense of closure	*summary of literary work		Traditional structures:	
•		,		(chronological order, cause	

Writing	3	2	1	Comments	Evidence
Style: Uses interesting	Consistently and independently	Consistently and independently	Consistently and independently	Uses the writing process	*journals
language to capture	demonstrates concepts of STYLE for	demonstrates mastery of concepts	demonstrates mastery of concepts	(uses writer's workshop)	*conf notes
reader's interest	4 genres :	of STYLE for 3 of 4 genres:	of developing STYLE for l ess than	Mini-Lessons	*published work
			2 genres:		*author's chair notes page
ELA4W2:	*creates a speaker's voice and	*tension/suspense			
Narrative d, g	captures readers interest by:	*describing/analyzing relevant anecdo	tes		
Informational a, f	*including sensory details, concrete	*interpretive, evaluative, reflective ju	udgment		
Persuasive a	language	*support judgments			
Response to Lit a, c	*varies sentence structure and	*dialogue			
	complexity	*excludes extraneous details			
Conventions and Grammar:	Consistently and independently uses	Uses appropriate mechanics when	Uses appropriate mechanics when	Integrate Social Studies &	Teacher Anecdotals
Uses appropriate mechanics	appropriate mechanics when writing,	writing, revising, and editing for 3 of	writing, revising, and editing for 2	Science standards	Work samples-portfolio
ELA4C1 a, c, d, f, g, h	revising, and editing for all of the	4 of the following:	or less of the following		DC Writing Rubric
ELA4W4c	following		-		State Writing Rubric
	1-Capitalization				DOL
	2-Usage (subject-verb agreement, corr	rect sentence structure, elimination of	sentence fragments, word parts,		
	segmentation, syllabication, word origin	ns)			
	3-Punctuation (end marks, commas for s	series)			
	4-Spelling (including common homophon	nes)			
Identifies and uses	Consistently and independently	Identifies and uses 3 of 4	Identifies and uses less than 3	Integrate Social Studies &	Teacher Anecdotals
appropriate parts of	identifies and uses 4 of 4 appropriate	appropriate parts of speech (nouns,	appropriate parts of speech (nouns,	Science standards	Work samples-portfolio
		verbs, adverbs, adjectives)when	verbs, adverbs, adjectives) when		DC Writing Rubric
l '	l' ' ' ' ' ' ' '	writing .	writing.		State Writing Rubric
	, ,				DOL
Research			1	Comments	E. Maria
	3	2	_	Comments	Evidence
Uses basic computer skills		With assistance, uses basic	Does not demonstrate use basic	Integrate Social Studies &	Work samples-portfolio
Uses basic computer skills to support writing		_	-		2
to support writing	Consistently and independently uses basic computer skills to research,	With assistance, uses basic	Does not demonstrate use basic	Integrate Social Studies &	Work samples-portfolio
to support writing ELA4W3 d	Consistently and independently uses basic computer skills to research, support writing, and create simple	With assistance, uses basic computer skills to research, support	Does not demonstrate use basic computer skills to research, support	Integrate Social Studies &	Work samples-portfolio
to support writing ELA4W3 d	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer	With assistance, uses basic computer skills to research, support writing, and create simple documents	Does not demonstrate use basic computer skills to research, support writing, and create simple	Integrate Social Studies &	Work samples-portfolio
to support writing ELA4W3 d	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive,	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms,	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer	Integrate Social Studies &	Work samples-portfolio
to support writing ELA4W3 d	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive).	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk	Integrate Social Studies &	Work samples-portfolio
to support writing ELA4W3 d Uses reference materials in	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive).	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive).	Integrate Social Studies & Science standards	Work samples-portfolio Technology rubrics
to support writing ELA4W3 d Uses reference materials in reading and writing	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals
to support writing ELA4W3 d Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from sources and uses reference materials	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges information from sources and uses	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals Student & Teacher Checklists
to support writing ELA4W3 d Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces,	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges information from sources and uses reference materials in reading and	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals Student & Teacher Checklists
to support writing ELA4W3 d Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices,	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices,	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals Student & Teacher Checklists
to support writing ELA4W3 d Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus,	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals Student & Teacher Checklists
to support writing ELA4W3 d Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac,	With assistance, uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Inconsistently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus,	Does not demonstrate use basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive). Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices, indicies, glossaries, table of contents, dictionary, thesaurus,	Integrate Social Studies & Science standards Integrate Social Studies &	Work samples-portfolio Technology rubrics Teacher Anecdotals Student & Teacher Checklists

Listening, Speaking and Viewing	3	2	1	Comments	Evidence
Uses oral and visual strategies to communicate ELA4LSV1 a - l ELA4LSV2 a - e	Consistently uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling).	With assistance, uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling).	Does not demonstrate use of oral and visual strategies to acquire and relate information (summarizing, responding, recalling).		*presentations *group discussions *cooperative learning groups
		Mathema	tics		
Number and Operations	3	2	1	Comments	Evidence
Identifies place value M4N1 a	Consistently and independently identifies place value from hundredths through one million.	With Assistance, Identifies place value from hundredths through one million.	Does Not Demonstrate the identification of place value from hundredths through one million.		Teacher observation benchmark assessments content assessments math journals
Represents numbers in various ways M4N1 b	_ ·	Consistently and independently demonstrates 2 out of 3 of the following, Represents a number's: 1)word name 2)standard form 3)expanded form.	Consistently and independently demonstrates less than 2 of the following, Represents a number's: 1)word name 2)standard form 3)expanded form		Teacher observation benchmark assessments content assessments math journals
Rounds whole numbers and decimals M4N2 a, b, c, d, e	Consistently and independently, demonstrates all of the following: a. Round numbers to the nearest ten, hund b. Describe situations in which rounding numbered, or thousand. c. Determine to which whole number or ted. Round a decimal to the nearest whole nue. Represent the results of computation as	umbers would be appropriate and determi nth a given decimal is closest using tools s umber or tenth.	such as a number line, and/or charts.		Teacher observation benchmark assessments content assessments math journals
Solves problems involving multiplication M4N3		With Assistance, Solves problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers .	Does Not Demonstrate solving problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.		Teacher observation benchmark assessments content assessments math journals
Demonstrates fluency with division facts (20 per minute)	Consistently and independently knows the division facts with understanding and fluency.	With Assistance, knows the division facts with understanding and fluency.	Does Not Demonstrate a knowledge of the division facts with understanding and fluency.		Teacher observation benchmark assessments content assessments math journals
Solves problems involving division M4N4 b, c, d	demonstrates all of the following,	en the dividend, divisor, quotient and re		Including those that generate a remainder. (2050/50 yields the same answer as 205/5.)	

Number and Operations	3	2	1	Comments	Evidence
Orders 2-digit decimals M4N5 b	Consistently and independently demonstrates understanding of and orders 2-digit decimal.	With Assistance, demonstrates understanding and ordering 2-digit decimals.	Does Not Demonstrate an understanding of ordering 2-digit decimals.		Teacher observation benchmark assessments content assessments math journals
Adds and subtracts one- and two-digit decimals M4N5 c	Consistently and independently adds and subtracts one- and two-digit decimals.	With Assistance, to add and subtract one- and two-digit decimals.	Does Not Demonstrate adding and subtracting one- and two-digit decimals.		Teacher observation benchmark assessments content assessments math journals
Models, multiplies and divides one- and two-digit decimals by whole numbers M4N5 d, e	Consistently and independently models multiplication and division of decimals by whole numbers and multiplies and divides one-and two-digit decimals by whole numbers.	With Assistance, Models multiplication and division of decimals by whole numbers and multiplies and divides one-and two- digit decimals by whole numbers.	Does Not Demonstrate modeling multiplication and division of decimals by whole numbers and multiply and divide one-and two-digit decimals by whole numbers.		Teacher observation benchmark assessments content assessments math journals
Adds and subtracts fractions and mixed numbers with like denominators M4N6 a, b	Consistently and independently demonstrates understanding of both of the following: a. representations of equivalent commo b. Adds fractions & mixed numbers with b. Adds & subtracts fractions & mixed	of the following: n fractions & decimal fractions h like denominators	Does not demonstrate understanding of the following:	Denominators should not exceed twelve.	Teacher observation benchmark assessments content assessments math journals
Uses mixed numbers and improper fractions interchangeably M4N6 c	Consistently and independently converts and uses mixed numbers and improper fractions interchangeably.	With ssistance, converts and uses mixed numbers and improper fractions interchangeably.	Does not demonstrate converting and using mixed numbers and improper fractions interchangeably.		Teacher observation benchmark assessments content assessments math journals
Uses a variety of properties and strategies to solve problems	Consistently and independently demonstrates all of the following,	Consistently and independently demonstrates 3 out of 4 of the following,	Consistently and independently demonstrates less than 3 of the following,	Include the parentheses in the order of operations. Compute using the commutative, associative, and distributive	Teacher observation benchmark assessments content assessments math journals
M4N7 a, b, c, d	a)describes situations in which the fou b)computing using the order of operati c)compute using the commutative, asso d)mental math and estimation strategic	ons ciative, and distributive properties		properties.	
Measurement	3	2	1	Comments	Evidence
Measures and compares weight using standard and metric units M4M1. a, b, c	Consistently and independently identifies and uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement.	With Assistance, Identifies and uses standard and metric units to measure the weight of objects and compare one unit within a single system of measurement.	Does Not Demonstrate the identification and use of standard and metric units to measure the weight of objects and compare one unit within a single system of	(gram, kilogram, ounces, pounds and tons)	Teacher observation benchmark assessments content assessments math journals
Measures angles using various tools and methods M4M2 a	J ,	With Assistance, uses tools (protractor, angle rule) and other	Does Not Demonstrate the uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal in a square) to measure angles.		Teacher observation benchmark assessments content assessments math journals

Measurement	3	2	1	Comments	Evidence
Understands half rotation and full rotation M4M2 b	Consistently and independently demonstrates understanding of half (180°) and full (360°) rotations.	With Assistance, Demonstrates understanding of half (180°) and full (360°) rotations.	Does Not Demonstrate an understanding of half (180°) and full (360°) rotations.		
Determines that the sum of the 3 angles of a triangle is always 180° M4M2 c	Consistently and independently determines that the sum of the 3 angles of a triangle is always 180°.	With Assistance, Determines that the sum of the 3 angles of a triangle is always 180° .	Does Not Demonstrate that the sum of the 3 angles of a triangle is always 180°.		
Geometry	3	2	1	Comments	Evidence
angles M4G1 a		With Assistance, examines and compares angles in order to classify and identify triangles by their angles.	Does Not Demonstrate examining and comparing angles in order to classify and identify triangles by their angles.		Teacher observation benchmark assessments content assessments math journals
Describes parallel & perpendicular lines in plane figures M4G1 b M4G2 b	describes parallel and perpendicular lines in plane geometric figures and	With Assistance, describes parallel and perpendicular lines in plane geometric figures and rectangular prisms.	Does Not Demonstrate describing parallel and perpendicular lines in plane geometric figures and rectangular prisms.		Teacher observation benchmark assessments content assessments math journals
Classifies, compares and contrasts quadrilaterals M4G1 c, d	contrasts quadrilaterals (including	With Assistance, examines, classifies, and compares quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	Does Not Demonstrate examing, classifying, and comparing quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	includes comparing quads	Teacher observation benchmark assessments content assessments math journals
Compare/contrast solid figures and constructs models to represent them M4G2 a, c	compares/contrasts solid figures	With Assistance, constructs models of and compares/contrasts solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	Does Not Demonstrate constructing models of and comparing/contrasting solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	Compares cube and rectangular prism in terms of number of faces, edges, and vertices. figures: cube, prisms, cylinder, etc.	Teacher observation benchmark assessments content assessments math journals
and ordered pairs M4G3 a, b, c	1	n the coordinate plane and name the o	•		Teacher observation benchmark assessments content assessments math journals
Algebra	3	2	1	Comments	Evidence
M4 <i>A</i> 1a	understands and applies patterns and rules to describe relationships and solve problems.	relationships and solve problems.	Does Not Demonstrate an understanding and application of patterns and rules to describe relationships and solve problems.		Teacher observation benchmark assessments content assessments math journals
Represents unknowns using symbols M4A1b	· ' ' '	With Assistance, demonstrates representing unknowns using symbols.	Does Not Demonstrate representing unknowns using symbols.		Teacher observation benchmark assessments content assessments math journals

Algebra	3	2	1	Comments	Evidence
Writes and evaluates	Consistently and independently	With Assistance, writes and	Does Not Demonstrate writing and	\triangle \Box	Teacher observation
mathematical expressions	writes and evaluates mathematical	evaluates mathematical expressions	evaluating mathematical expressions	<u> </u>	benchmark assessments
M4A1c	expressions using symbols and	using symbols and different values.	using symbols and different values.		content assessments
	different values.				math journals
Data Analysis and	3	2	1	Comments	Evidence
Probability	-				2
Represents, investigates,	Consistently and independently	With Assistance, represent,	Does Not Demonstrate the		Teacher observation
and evaluates data in a	represents, investigates, and	investigate, and evaluate data in a	representation, investigation, and		benchmark assessments
variety of graphs	evaluates data in a variety of graphs	variety of graphs (bar, line, circle,	evaluation of data in a variety of		content assessments
M4D1 a, b	(bar, line, circle, line plot, pictographs	line plot, pictographs and Venn	graphs (bar, line, circle, line plot,		math journals
	and Venn diagrams).	diagrams).	pictographs and Venn diagrams).		
Compares different graphs	Consistently and independently	With Assistance, compares	Does Not Demonstrate comparing		Teacher observation
for a given set of data,	compares different graphs for a given	different graphs for a given set of	of different graphs for a given set		benchmark assessments
identifying missing and	set of data, identifying missing and	data, identifying missing and	of data, and/or does not identify		content assessments
duplicated information	duplicated information.	duplicated information	missing and duplicated information.		math journals
M4D1 c, d					
Determines and justifies	Consistently and independently	Consistently and independently	Consistently and independently		
range, mode, and median of	determines and justifies all of the	determines and justifies 2 of the	determines and justifies less than		
data	following: range, mode, and median	following: range, mode, and median	2 of the following: range, mode,		
M4D1 e	of given data	of given data .	and median of given data		
Process Skills	3	2	1	Comments	Evidence
Uses mathematical	Consistently and independently solves	With Assistance, Solves problems in	Does Not Demonstrate solving		Teacher observation
language to express,	problems in math and other content	math and other content areas,	problems in math and other content		benchmark assessments
connect ideas, record and	areas, expresses ideas using precise	expresses ideas using precise	areas, express ideas using precise		content assessments
solve problems	mathematical language, reasons and	mathematical language, reasons and	mathematical language, reason and		math journals
M4P1-5	evaluates mathematical arguments,	evaluates mathematical arguments,	evaluate mathematical arguments,		
m	understands how mathematical ideas	understands how mathematical ideas	understand how mathematical ideas		
	connect, applies mathematical ideas in	connect, applies mathematical ideas in	connect, apply mathematical ideas in		
	other areas, and records mathematical	other areas, and records mathematical	other areas, and record mathematical		
	ideas with pictures, words, models, and	ideas with pictures, words, models, and	ideas with pictures, words, models, and		
	symbols.	symbols .	symbols.		
	Dememb	Science	e s that are embedded inside the un	nite	
Earth Science	3	2	1	Comments	Evidence
Explains and investigates	Consistently and independently	Consistently and independently	Consistently and independently		Observations
how states of water are	demonstrates understanding of all	demonstrates understanding of 3-4	demonstrates understanding of		Science journal
related to the water cycle	of the following:	of the following:	less than 3 of the following:		student records
and weather precipitation	_	_	_		evidence from experiments
S4E3 a,b,c,d,e	a. Demonstrates how water changes sto	ates from solid to liquid to gas and cha	inges from gas to liquid to solid		research
	b. Identifies the temperatures at whic	h water becomes a solid & at which wa	ter becomes a gas.		diagrams/models
	c. Investigates how clouds are formed.				demonstrations by students
	d. Explains the water cycle,				22
ĺ	e. Investigates different forms of pre-	sinitation and also conditions			

Earth Science	3	2	1	Comments	Evidence
Models and explains the	Consistently and independently	Consistently and independently	Consistently and independently	*full , quarter, new moons	Observations
movement of the earth and	explains all of the following:	explains 2 of the following:	explains less than 2 of the	*rising and setting of the sun	Science journal
moon in relation to seasonal			following:	*sun position/shadows	student records
changes and moon phases S4E2 a,b,c	a. Explains the day/night cycle of the e b. Explains the sequence of the phases c. Demonstrates the revolution of the e	of the moon.	ilt to explain the seasonal changes	*rotation	evidence from experiments research diagrams/models
Demonstrate size and order of the planets of the solar system S4E2 d	Consistently and independently organizes the planets by size and order in relation in relationship to the sun.	With Assistance, organizes the planets by size and order in relationship to the sun .	Does Not Demonstrate organizing the planets by size and order in relationship to the sun.	*relative planet size and order relative to the sun	Observations Science journal student records evidence from experiments research - diagrams/models demonstrations by students
Collects and analyzes weather data to predict weather patterns and	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 3 of the following:	Consistently and independently demonstrates 2 or less of the following:	*weather instruments (thermometer, wind vane, anemometer, barometer, rain	Observations Science journal student records
seasonal changes	a. Identifies weather instruments & ex	plains how each is used in gathering w	eather data	gauge, wind sock)	evidence from experiments
S4E4 a, b, c, d	b. Using a weather map, identifies the c. Uses observations & records of weat d. Differentiate between weather and	her conditions to predict weather pat	•	*weather: forecasts, conditions, patterns *meteorologist	research diagrams/models/maps uses equipment appropriately
Explains planetary, lunar,	Consistently and independently	Consistently and independently	Consistently and independently	*attributes of stars:	Observations
and stellar attributes S4E1 a, b, c, d	demonstrates all of the following:	demonstrates 3 of the following:	demonstrates 2 or less of the following:	magnitude, color, position/patterns, # of	Science journal student records
	a. Recognizes the physical attributes ob. Compares the similarities and differc. Explains why the patterns of stars in locations at different times d. Identifies how technology is used to	ences of planets to the stars in appea n a constellation stays the same, but a	•	*constellations *telescope *observatory *planetary motion	evidence from experiments research diagrams/models
Physical Science	3	2	1	Comments	Evidence
Demonstrates how applied forces cause changes in the speed and motion of	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates 1 of the following:	gravitational force *Review CS Standards to embed in lessons	Observations Science journal student records
objects S4P3 b, c, d *S4CS1 - 8	b. Uses different size objects to obser c. Explains what happens to the speed a applied. d. Demonstrates the effect of aravitat	or direction of an object when a great		evidence from experiments research diagrams/models	

Physical Science	3	2	1	Comments	Evidence
Identifies and explains the uses of simple machines S4P3 a *S4CS1 - 8	Consistently and independently uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily.	With Assistance, uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily.	Does Not Demonstrate the knowledge of applied force to explain why simple machines help people solve problems and do work more easily.	simple machines (lever, pulley, wedge, inclined plane, screw, wheel and axle) force, speed, motion -use of mathematical formulas not recommended *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams/models
Investigates nature of light using mirrors, lenses and prisms S4P1 a, b, c *S4CS1 - 8	Consistently and independently demonstrates all of the following: a. Identifies materials that are transports. Investigates the reflection of light to c. Identifies the physical attributes of	using a mirror and a light source.	Consistently and independently demonstrates 1 of the following:	*angle, line point, symmetrical patterns, line of symmetry *refractive differences between *absorption of light *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams/models
Demonstrates how sound is produced and pitch changes S4P2 a, b *S4CS1 - 8	demonstrates understanding of how	With Assistance, demonstrates understanding of how sound is produced and recognizes the conditions that cause pitch to vary.	Does Not Demonstrate understanding of how sound is produced and recognizes the conditions that cause pitch to vary.	tuning fork vibration vibrations pitch - lowering or raising pitch *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams/models
Life Science	3	2	1	Comments	Evidence
Identifies the roles of organisms and the flow of energy in an ecosystem. S4L1 a, b **S4CS1 - 8	Consistently and independently demonstrates all of the following: a. Identify the roles of producers, consb. Demonstrate the flow of energy three consumers, and decomposers. b. Demonstrate the flow of energy three producers, consumers, and decomposers.	ough a food chain beginning with sunli ough a food web & food chain beginni	*producers (plants) *consumers (plant eaters and animal eaters) *decomposers (fungi, beetles, and other organisms) *composting *pollination *energy cycle *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams	
Predicts how changes in an environment or population can affect an ecosystem. S4L1 c, d, **S4CS1 - 8	Consistently and independently demonstrates both of the following: c. Predicts how changes in the environn d. Predicts effects on a population if so too many.		_	*life cycle *plant and animal dependency (pollination of plants, shelter, protection, seed dispersal) *energy/flow of energy *links in food chain *Review CS Standards to embed in lessons	Observations Science journal student records evidence from experiments research diagrams

Life Science	3	2	1	Comments	Evidence
Identifies factors that affect the survival or extinction of organisms in an ecosystem.	Consistently and independently identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and	With Assistance, identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how	Does Not Demonstrate the knowledge to identify factors and conditions that lead to endangered and extinct organisms as well as	*Changes in light, temperature, soil composition, nutrients and water, number of organisms, increase or	Observations Science journal student records evidence from experiments
S4L2 a, b *S4CS1 - 8	explains how adaptation affects survival.	adaptation affects survival.	demonstrate and explains how adaptation affects survival.	decrease in consumers. *Links in food chain/energy flow *Review CS Standards to embed in lessons	research diagrams
		Healt	h		
	3	2	1	Comments	Evidence
Demonstrates healthy living Strands: 1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15,16,17,18	Consistently and independently demonstrates understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.	with Assistance, demonstrates an understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.	Does Not Demonstrate an understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.	BLAST School Counselor Second Steps School nutritionist	Observations Health journal research diagrams/models BLAST certificate assessments
Demonstrates personal safety Strands: 19,20,21,22	Consistently and independently demonstrates an understanding of safety and responsibility as it relates to personal self.	with Assistance, demonstrates an understanding of safety and responsibility as it relates to personal self.	Does Not Demonstrate an understanding of safety and responsibility as it relates to personal self.	Second Steps School Counselor	Observations Health journal research Personal safety plan
		Social Sta	udies		
	Integrate Social Studies	Skills Matrices (Map and Globe Sl	kills & Information Processing Skil	lls) throughout units.	
Historical Understandings	3	2	1	Comments	Evidence
Describes development of early Native American cultures 554H1 a, b	Consistently and independently demonstrates all (7) of the following: (1-6) a. Locates where Native American *Arctic (Inuit), *Northwest (Kwakiutl)	·	Consistently and independently demonstrates less than 5 of the following: (Hopi), *Plains (Pawnee), *Southeast		*Student portfolio *presentations *assessments for student learning *teacher observation
	(Seminole). (7) b. Describes how Native Americans	used their environment to obtain food	l, clothing, and shelter.		*SS journal notes
Describes European exploration in North America	demonstrates all of the following:	Consistently and independently demonstrates 3 of the following:	Consistently and independently demonstrates less than 3 of the following:	John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry	*Student portfolio *presentations *assessments for student
1) a. Describes the reasons for the Spanish, French, and English explorations 2) a. Describes the obstacles to the Spanish, French, and English explorations 3) a. Describes the accomplishments of the Spanish, French, and English explorations 4) b. Describes examples of cooperation and conflict between Europeans and Native Americans.				Hudson, and Jacques Cartier	learning *teacher observation *SS journal notes

Historical Understandings	3	2	1	Comments	Evidence
Explains factors shaping British colonial America SS4H3 a, b	(1) a. Compares and contrasts life in th (2) b. Describes colonial life in America	a as experienced by various people, incl		*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers	
Historical	*artisans, *women, *indentured servar	nts, *slaves, and *Native Americans.	1	Comments	Evidence
Understandings Explains causes, events, and results of American Revolution SS4H4 a, b, c, d	Consistently and independently demonstrates all of the following: 1)a. Traces the events that shaped the re 2)b. Explains the writing of the Declaration necessary, and how it was a response to to 3)c. Describes the major events of the Al Yorktown. 4)c. Explains the factors leading to American Describes key individuals in the American Franklin, Thomas Jefferson, Benedict American Describes Review 1.	on of Independence; include who wrote it, yranny and the abuse of power. merican Revolution -include the Battles of ican victory and British defeat rican Revolution with emphasis on King Geo	Exington and Concord, Saratoga, and	*including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party.	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
Analyzes challenges faced by new nation 5S4H5 a, b, d, e	Consistently and independently demonstrates all of the following: 1)a. Identifies the weaknesses of the game 2)b. Identifies the major leaders of the game 2.	•	following: s of Confederation.	*(James Madison and Benjamin Franklin) * including the rights of states, the Great Compromise, and slavery. *describe what they do, how	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
	power of government, and explains the reasons for its inclusion in the Constitution in 1791.			they relate to each other (checks and balances and separation of power), and how they relate to the states.	
Explains Westward Expansion 554H6 a, b	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:	*with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the	*Venn Diagrams *written assignments *student portfolio *journal notes
	a. Describes territorial expansion b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. c. Describe the impact of westward expansion on Native Americans.			Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	*graphic organizers
xamines main ideas of bolitionist/suffrage novements	Consistently and independently demonstrates all of the following:	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:	*significance of Sojourner Truth's address ("Ain't I a Woman?" 1851)	*Student portfolio *presentations *assessments for student
5S4H7 a, b	a. Discuss the biographies of (1) Harriet Tubman and (2)Elizabeth Cady Stanton. b. Explain the significance of (3) Sojourner Truth to the abolition and suffrage movements.				learning *teacher observation *SS journal notes

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man-	Consistently and independently locates	Consistently and independently locates	Consistently and independently		*Student map
made features in U.S.	all of the following physical and man-	6-7 of the following physical and man-	locates less than 6 of the following		*assessments
SS4G1 a	made features in the U.S:	made features in the U.S:	physical and man-made features in the		*journal notes/maps
	1)Atlantic Coastal Plain,	1)Atlantic Coastal Plain,	U.S: 1)Atlantic Coastal Plain,		
	2)Great Plains,	2)Great Plains,	2)Great Plains,		
	3)Continental Divide,	3)Continental Divide,	3)Continental Divide,		
	4)Great Basin,	4)Great Basin,	4)Great Basin,		
	5)Death Valley,	5)Death Valley,	5)Death Valley,		
	6)Gulf of Mexico,	6)Gulf of Mexico,	6)Gulf of Mexico,		
	7)St. Lawrence River,	7)St. Lawrence River,	7)St. Lawrence River,		
	8)the Great Lakes	8)the Great Lakes	8)the Great Lakes		
Describes how physical	Consistently and independently	Consistently and independently	Consistently and independently		*written journal responses
systems affect human	demonstrates all of the following:	demonstrates 3-4 of the following:	demonstrates less than 3 of the		*presentations
systems			following:		*student portfolio
Civic Understandings Describes meaning of	a. Explains why the Native American gradeveloped permanent villages and other b. Describes how early explorers (SS4) they traveled. c. Explains how the physical geography economy. d. Explains how each force (American control its benefit (SS4H4c). e. Describe physical barriers that hind to 1861 (SS4H6a). 3 Consistently and independently	rs did not. H2a) adapted/failed to adapt, to the v of the New England, Mid-Atlantic, and and British) attempted to use the phys ered and physical gateways that benef	arious physical environments in which Southern colonies helped determine ical geography of each battle site to	Comments	Evidence *Student written response
,	describes meaning of natural rights,	natural rights, popular sovereignty and	popular sovereignty and the federal		· '
natural rights, popular	popular sovereignty and the federal	the federal system of government	system of government (Declaration of		*journal notes
sovereignty and the federal	system of government (Declaration of	(Declaration of Independence,	Independence, Preamble).		*frayer models of vocabulary
system of government SS4CG1 a, b	Independence, Preamble).	Preamble).	independence, i i editible).		*checklist
Explains the importance of	Consistently and independently	With Assistance, explains the	Does Not explain the importance		*student projects &
freedom of expression	explains the importance of freedom	importance of freedom of expression	of freedom of expression (1st		presentations
SS4 <i>CG</i> 2	of expression (1st Amendment & US Constitution)	(1st Amendment & US Constitution)	Amendment & US Constitution)		
Describes functions of	Consistently and independently	Consistently and independently	Consistently and independently		*student portfolio
government	demonstrates all of the following:	demonstrates 3-4 of the following:	demonstrates less than 3 of the		*assessments for student
5 554CG3 a, b, c, d, e]	1	following:		learning
	a. Explain the process for making and e rights. c. Describe providing for the defense of		naging conflicts and protecting		*SS journal notes *graphic organizers

Civic Understandings	3	2	1	Comments	Evidence
Explains importance of	Consistently and independently explains the importance of sharing beliefs and principles (rights & common good, obeying laws/rules, public civic life) Consistently and independently names positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).	importance of sharing beliefs and principles (rights & common good, obeying laws/rules, public civic life) With Assistance, names positive		*Why is it important for citizens in a democratic society to participate in public (civic) life?	*student portfolio *assessments for student learning *SS journal notes *graphic organizers *character maps *character graphic organizers *written journal responses
Economics	3	2	1	Comments	Evidence
Uses basic economic concepts to illustrate historical events SS4E1 a, b, c, d, e, f	Consistently and independently demonstrates all of the following: a. Describes opportunity costs and their r b. Explains how price incentives affect pe c. Describe how specialization improves st d. Explain how voluntary exchange helps b e. Describe how trade promotes economic economies). f. Give examples of technological advance United States (such as the steamboat, the	demonstrates 5-6 of the following: relationship to decision-making across time ople's behavior and choices. randards of living. oth buyers and sellers. activity (such as how trade between the ments and their impact on business productions)	e. colonies and England affected their	Areas to consider: * (such as decisions to send expeditions to North and South America) *(such as colonial decisions about what crops to grow and products to produce) *(such as the differences in the economies in the New England, Mid Atlantic, and Southern colonies) *(such as prehistoric and colonial trade in North America)	*teacher observation during a trade activity with students *student economic portfolio *group and/or student project and presentation
Identify the elements of a personal budget SS4E2	Consistently and independently identifies the elements of a personal budget.	With Assistance, identifies the elements of a personal budget.	Does Not Demonstrate the identification of the elements of a personal budget.	* Why are personal spending and saving decisions important?	*student money log (checkbook register); written journal response *Math journals; budget portfolio

English/Language Arts					
Reading	Q1	Q2	Q3	Q4	
	Consistently and independently demonstrates 4 of 9 of the following at the 4th Grade level:	Consistently and independently demonstrates 8 of 9 of the following at the 4th Grade level:	Demonstrates all of 9 of the follo	owing at the 4th Grade level:	
Reads and understands vocabulary in context	written language. 2) Determines the meaning of unknown words using their context. 3) Identifies the meaning of common root words to determine the meaning of unfamiliar words. 4) Determines meanings of words and alternate word choices using a		5) Identifies the meaning of comm 6) Identifies the meaning of comm 7) Identifies playful uses of langua 8) Recognizes and uses words with the context of the sentence) 9) Identifies and applies the meani and homophone.	on idioms and figurative phrases. ige (e.g., puns, jokes, palindromes). multiple meanings (intended from	
	Consistently and independently demonstrates 4 of 9 of the following at the 4th Grade level:	Consistently and independently demonstrates 4 of 9 of the following at the 4th Grade level:	Consistently and independently de following at the 4th Grade level:	emonstrates all of 9 of the	
Demonstrates comprehension of literary text	Demonstrates 9 of 9 of the follow 1) Relates theme in works of fictio 2) Identifies & analyzes the eleme 3) Identifies the speaker of a poer 4) Identifies sensory details & figu 5) Identifies & shows the relevanc	n to personal experience. nts of plot, character, and setting* n/story. urative language.	6) Makes judgments & inferences of events, supports them w/evidence 7) Identifies similarities & differe characters/events & theme & the 8) Identifies themes/lessons in fol 9) Identifies rhyme and rhythm, reimages in poems.	from text. nces between the author's life. lktales, tall tales, and fables.	
Demonstrates comprehension of informational text Reads fluently	4) identifies/uses knowledge of common organizational structures		bowing at the 4th Grade level: 5) cause/effect in context 6) summarize main idea/details 7) perceptive and well-developed connections 8) distinguishes fact from opinion or fiction rds/minute (using rhythm, flow, self-correction, and effective		
applying oral reading strategies Consistently reads	decoding strategies).				
towards 25 book goal or 1,000,000 words	6 or more	R equivalents) from 3 different 12 or more	literary forms & at least 5 differ	ent authors 25 or more	
Writing	Q1	Q2	Q3	Q4	
Uses the writing process	Uses the writing process (prewr	riting, drafting, revising, and edi	ting)		
Writes legibly in cursive	Writes legibly in cursive, leaving	g appropriate spacing between le	tters in a word and between word	ds in a sentence.	
Ideas:	Consistently and independently demonstrates all concepts of developing IDEAS for 1 genre: *Narrative	Consistently and independently demonstrates concepts of developing IDEAS for 3 genres: *Narrative *Informational *Persuasive	Consistently and independently der IDEAS for all 4 genres: *Narrative *Informational *Persuasive *Response to Literature	monstrates concepts of developing	
Establishes a focus and develops main points	*engages reader, establishes context, *point of view *excludes extraneous details *plot, setting, conflict, characters, events		*complex characters *central question, issue, or situation *more than one source of information *clear position with support *interpretive, evaluative, or reflective judgment with support		

Writing (continued)	Q1	Q2	Q3	Q4	
	Demonstrates all concepts of	Demonstrates concepts of	Demonstrates concepts of ORGAN	IIZATION for all 4 genres:	
	ORGANIZATION for 1 genre:	developing ORGANIZATION for	*Narrative		
	*Narrative	3 genres:	*Informational		
Organization:		*Narrative	*Persuasive		
Structure is clear and		*Informational	*Response to Literature		
appropriate		*Persuasive			
арргоргіато	*organizing structure/context				
	*sense of closure				
	*appropriate facts and details				
	*summary of literary work	<u> </u>			
	Demonstrates concepts of	Demonstrates mastery of style	Demonstrates mastery of style co	ncepts for all 4 genres:	
	developing STYLE for 1 genre:	concepts for 3 genres:	*Narrative		
	*Narrative	*Narrative	*Informational		
Style:		*Informational *Persuasive	*Persuasive		
Uses interesting		Fersuasive	*Response to Literature		
language to capture	*creates a speaker's voice and cap	tures readers interest by:	*describing/analyzing relevant ane		
the reader's interest	*including sensory details, concret		*interpretive, evaluative, reflective	e judgment	
	*varies sentence structure and cor	nplexity	*support judgments		
	*tension/suspense		*dialogue		
			*excludes extraneous details		
	l '' '	Q1 plus:	Q1 & Q2 plus:		
	writing, revising, and editing for	2) Usage (word parts,	2) Usage (word origins)		
	all of the following:	segmentation, syllabication)			
Conventions &	1) Capitalization	4) Spelling (including common			
Grammar:	2) Usage (subject-verb	homophones)			
Uses appropriate	agreement, correct sentence				
mechanics	structure, elimination of sentence fragments)				
	3) Punctuation (end marks,				
	commas for series)				
	4) Spelling				
Identifies and uses	, , ,				
appropriate parts of	Identifies and uses appropriate pa	rts of speech when writing (nouns, v	verbs, adverbs, adjectives).		
speech	1		•		
Research	Q1	Q2	Q3	Q4	
Uses basic computer	NOT ASSESSED	Uses hasic computer chills to reser	rch, support writing, and create sin	anle documents	
skills to support	THIS QUARTER		tware, memory, disk drive, hard driv		
writing	ווונט שטאגונג	. , 3. ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	·	
Uses reference	NOT ASSESSED	1	urces and uses reference materials		
materials in reading	THIS QUARTER	1	ssaries, table of contents, dictionar	y, thesaurus,	
and writing	,	encyclopedia, electronic info, almai	nac, atlas, magazines, newspapers).		
Listening, Speaking	Q1	Q2	Q3	Q4	
and Viewing Uses oral and visual					
strategies to	Uses oral and visual strategies to a	acquire and relate information			
communicate	(summarizing, responding, recalling).				
		Mathematics			
Number and	21	22	02	24	
Operations	Q1	Q2	Q3	Q4	
Identifies place value	Identifies place value from hundre	dths through one million.			
Represents numbers in	Fauates a number's word name its	standard form, and its expanded fo	orm.		
various ways	,				
·	·		·		

Number and Operations (cont)	Q1	Q2	Q3	Q4	
Rounds whole numbers and decimal	Demonstrates all of the following: 1) Round numbers to the nearest ten, hundred, or thousand. 2) Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. 3) Determine to which whole number or tenth a given decimal is closest using tools such as a number line, and/or charts. 4) Round a decimal to the nearest whole number or tenth. 5) Represent the results of computation as a rounded number and estimate a sum or difference by rounding numbers.				
Solves problems involving multiplication	NOT ASSESSED THIS QUARTER	•			
Demonstrates fluency with division facts	NOT ASSESSED THIS QUARTER	Knows the division facts with under	rstanding and fluency (20 facts per	minute).	
Solves problems involving division	Demonstrates all of the following: NOT ASSESSED 1) solves problems involving division by a 1 & 2-digit number and THIS QUARTER 2) understands the relationship between the dividend, divisor, quotient and remainder 3) understands & explains effect on quotient of multiplying or dividing both divisor & dividend between the dividend between th				
Understands decimals as part of base-ten	Demonstrates understanding that	decimals are part of base-ten syste	em.		
Orders 2-digit decimals	Understands and orders two-digit	decimals.			
Adds and subtracts one- and two-digit decimals	Adds and subtracts one- and two-digit decimals.				
Models, multiplies and divides one- and two- digit decimals by whole numbers	NOT ASSESSED THIS QUARTER			Models multiplication and division of decimals by whole numbers and multiplies and divides one-and two-digit decimals by whole numbers.	
Adds and subtracts fractions and mixed numbers with like denominators	NOT ASSESSED THIS QUARTER			Demonstrates understanding of both of the following: 1) representations of equivalent common fractions & decimal fractions 2) Adds fractions & mixed numbers with like denominators 3) Adds & subtracts fractions & mixed numbers with like denominators	
Uses mixed numbers and improper fractions interchangeably	NOT ASSESSED NOT ASSESSED THIS QUARTER Converts and uses mixed numbers and improper fraction interchangeably.			numbers and improper fractions	
Uses a variety of properties and strategies to solve problems	NOT ASSESSED THIS QUARTER	Demonstrates all of the following: 1) describes situations in which the 2) computing using the order of ope 3) compute using the commutative, 4) mental math and estimation stra	e four operations may be used erations associative, and distributive proper	rties	
Measurement	Q1	Q2	Q3	Q4	
Measures and compares weight using standard and metric units	NOT ASSESSED THIS QUARTER	Uses standard and metric units to single system of measurement.	o measure the weight of objects a	nd compares one unit within a	

Measurement	Q1	Q2	Q3	Q4		
(continued) Measures angles using various tools and methods	NOT ASSESSED THIS QUARTER	Uses tools (protractor, ang (paper folding, drawing a di	le rule) and other methods agonal in a square) to measure angles.			
Understands half rotation and full rotation	NOT ASSESSED THIS QUARTER	Demonstrates understanding of half (180°) and full (360°) rotations.				
Determines that the sum of the 3 angles of a triangle	NOT ASSESSED THIS QUARTER	Determines that the sum (Determines that the sum of the 3 angles of a triangle is always 180°.			
Geometry	Q1	Q2	Q3	Q4		
Classifies triangles by their angles		SSESSED WARTER	Examines and compares angles in classify and identify triangles by			
Describes parallel & perpendicular lines in plane figures		SSESSED QUARTER	Describes parallel and perpendic			
Classifies, compares and contrasts quadrilaterals	NOT ASSESSED THIS QUARTER		Examines, classifies, compares quadrilaterals (including parallelo rectangles, trapezoids, and rhom	ograms, squares,		
Compare/contrast solid figures and construct models to represent them	NOT ASSESSED THIS QUARTER		(cubes, prisms, cylinders, pyramic	Constructs models and compares/contrasts solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).		
Graphs and locates points and ordered pairs	NOT ASSESSED THIS QUARTER		1) Understand and apply ordered pairs in the first quadrant of the coordinate system. 2) Locate a point in the first quadrant in the coordinate plane and name the ordered pair. 3) Graph ordered pairs in the first quadrant.			
Algebra	Q1	Q2	Q3	Q4		
Describes relationships with patterns and rules	Understands and applies patterns	and rules to describe relat	ionships and solve problems.			
Represents unknowns using symbols	NOT ASSESSED THIS QUARTER	Represents unknowns using	symbols.			
Writes and evaluates mathematical expressions	NOT ASSESSED THIS QUARTER	Writes and evaluates math	nematical expressions using symbols and	different values.		
Data Analysis	Q1	Q2	Q3	Q4		
Represents, investigates, and evaluates data in a variety of graphs		SSESSED NUARTER	Represents, investigates, and e (bar, line, circle, line plot, pictog	valuates data in a variety of graphs raphs and Venn diagrams).		
Compares different graphs for a given set of data, identifying missing and duplicated information	NOT ASSESSED THIS QUARTER		Compares different graphs for a given set of data, identifying missing and duplicated information.			
Determines and justifies range, mode, and median of data		NOT ASSESSED THIS QUARTER Determines and justifies the range, mode, and median of gi		e, mode, and median of given data		
Process Skills	Q1	Q2	Q3	Q4		
Uses mathematical language to express, connect ideas, record and solve problems		er content areas, expresses as connect and applies mathe	ideas using precise mathematical language ematical ideas in other areas, symbols.	•		

	Science					
Earth Science	Q1	Q2	Q3	Q4		
Explains and investigates how states of water are related to the water cycle and weather precipitation	NOT ASSESSED THIS QUARTER	solid	es states from solid to liquid to gas which water becomes a solid & at w med.			
models and explains the movement of the earth and moon in relation to seasonal changes and moon phases Demonstrates size and	THIS G	SSESSED QUARTER SSESSED	Explains all of the following: 1) Explains the day/night cycle of 2) Explains the sequence of the pl 3) Demonstrates the revolution of earth's tilt to explain the seasona Organizes the planets by size ar	nases of the moon. the earth around the sun and the I changes.		
Collects and analyzes weather data to predict weather patterns and seasonal changes	NOT ASSESSED THIS QUARTER	2) Using a weather map, identifies conditions	& explains how each is used in gath the fronts, temperature, and preci weather conditions to predict weat	ipitation & interprets weather		
Explains planetary, lunar, and stellar attributes	NOT ASSESSED THIS QUARTER		Demonstrates all of the following: 1) Recognizes the physical attributes of stars in the night sky 2) Compares the similarities and differences of planets to the stars in appearance, position, and number 3) Explains why the patterns of stars in a constellation stays the same, but a planet can be seen in different locations at different times 4) Identifies how technology is used to observe distant objects			
Physical Science	Q1	Q2	Q3	Q4		
Demonstrates how applied forces cause changes in the speed and motion of objects		R 1. MAY BE ASSESSED NEAR QUARTER 2	1) Uses different size objects to and motion. 2) Explains what happens to the sign greater force than the initial on 3) Demonstrates the effect of gran object.	observe how force affects speed peed or direction of an object when e is applied.		
Identifies and explains the uses of simple machines		SSESSED QUARTER	Uses knowledge of applied force to explain why simple machines help people solve problems and do work more easily.			
Investigates nature of light using mirrors, lenses and prisms		NOT ASSESSED THIS QUARTER		following: 1) Identifies materials that are transparent, opaque, and translucent. 2) Investigates the reflection of light using a mirror and a light source. 3) Identifies the physical attributes of a convex lens, a concave lens, and a prism and where each is used.		

Physical Science (continued)	Q1	Q2	Q3	Q4	
Demonstrates how sound is produced and pitch changes		NOT ASSESSED THIS QUARTER		Understands how sound is produced and recognizes the conditions that cause pitch to vary.	
Life Science	Q1	Q2	Q3	Q4	
	Demonstrates all of the following:) Identify the roles of producers, consumers, and decomposers in a community. 2) Demonstrate the flow of energy through a food chain beginning with sunlight and including producers, consumers, and decomposers. 3) Demonstrate the flow of energy through a food wed & food chain beginning with sunlight and including producers, consumers, and				
Inopulation can attect	1) Predicts how changes in the envi	Demonstrates both of the following: 2) Predicts how changes in the environment would affect a community (ecosystem) of organisms. 2) Predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.			
	t Identifies factors and conditions that lead to endangered and extinct organisms s as well as demonstrates and explains how adaptation affects survival.				
		Health			
Health	Q1	Q2	Q3	Q4	
Demonstrates hearing	Identifies and practices positive conflict resolution through effective communication skills as well as recognizes consequences of individual behavior.	Demonstrates an understanding of the effects of alcohol, tobacco, and other drugs on the body; recognizes digestive diseases/illnesses and identifies the parts of the digestive system.	Demonstrates an understanding of the importance of personal health as it relates to a person's well being.	, and the second	
Demonstrates personal safety	Demonstrates an understanding of	safety and responsibility as it relat	es to personal self.		
		Social Studies			
Historical Understandings	Q1	Q2	Q3	Q4	
Describes development of early Native American cultures	Demonstrates all (7) of the following: 1-6) Locates where Native Americans settled with emphasis on: *Arctic (Inuit), *Northwest (Kwakiutl), *Plateau (Nez Perce), *Southwest (Hopi), *Plains (Pawnee), *Southeast (Seminole). 7) Describes how Native Americans used their environment to obtain food, clothing, and shelter.				
·	Demonstrates all of the following: 1) Describes the reasons for the Spanish, French, and English explorations 2) Describes the obstacles to the Spanish, French, and English explorations 3) Describes the accomplishments of the Spanish, French, and English explorations 4) Describes examples of cooperation and conflict between Europeans and Native Americans.				
Explains factors shaping British colonial America	NOT ASSESSED THIS QUARTER	(2) Describes colonial life in Ameri	ng: he New England, Mid-Atlantic, and S ca as experienced by various people dentured servants, *slaves, and *No	, including *large landowners,	

Historical Understandings (continued)	Q1	Q2	Q3	Q 4
Explains causes, events, and results of American Revolution		SSESSED QUARTER	Demonstrates all of the following: 1)Traces the events that shaped the America, 2) Explains the writing of the Decley who wrote it, how it was written, where was a response to tyranny and the 3) Describes the major events of the Battles of Lexington and Concert (4) Explains the factors leading to defeat 5) Describes key individuals in the on King George III, George Washing Jefferson, Benedict Arnold, Patrice	he revolutionary movement in aration of Independence; include why it was necessary, and how it abuse of power. The American Revolution -include ord, Saratoga, and Yorktown. American victory and British American Revolution with emphasis ngton, Benjamin Franklin, Thomas
Analyzes challenges faced by new nation		SSESSED QUARTER	Demonstrates all of the following: 1) Identifies the weaknesses of the government established Articles of Confederation. 2) Identifies the major leaders of the Constitutional Conven describes the major issues they debated, 3) Identifies the three branches of the U. S. government as by the Constitution, 4) Identifies and explains the rights in the Bill of Rights, dechow the Bill of Rights places limits on the power of government explains the reasons for its inclusion in the Constitution in 17 5) Describes the causes and events of the War of 1812; includenting of the Capitol and the White House.	
Explains westward expansion		NOT ASSESSED THIS QUARTER		following: 1) Describes territorial expansion 2) Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. 3) Describe the impact of westward expansion on Native Americans.
Examines main ideas of abolitionist/ suffrage movements		SSESSED QUARTER	Demonstrates all of the following * Discuss the biographies of (1) Ho Cady Stanton. * Explain the significance of (3) So suffrage movements.	
Geographical Understandings	Q1	Q2	Q3	Q4
Locates physical and man-made features in U.S.	Locates physical and man-made features in the U.S.: Atlantic Coastal Plain, Great Plains, Continental Divide, Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, the Great Lakes, New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.			
Describes how physical systems affect human systems	Demonstrates all of the following: 1) Explains why the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. 2) Describes how early explorers (SS4H2a) adapted/failed to adapt, to the various physical environments in which they traveled. 3) Explains how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economy. 4) Explains how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c). 5) Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).			

Civic Understandings	Q1	Q2	Q3	Q4
natural rights, popular sovereignty and the federal system of	NOT ASSESSED THIS QUARTER federal system of government			I rights, popular sovereignty and the t including the Declaration of to the U.S. Constitution and federalism.
Explains importance of freedom of expression	NOT ASSESSED THIS QUARTER			Explains the importance of freedom of expression as written in the First Amendment of the U.S. Constitution.
Describes functions of government	NOT ASSESSED THIS QUARTER			Demonstrates all of the following: 1) Explain the process for making and enforcing laws. 2) Explain managing conflicts and protecting rights. 3) Describe providing for the defense of the nation. 4) Explain limiting the power of people in authority. 5) Explain the fiscal responsibility of government.
Explains importance of sharing democratic beliefs and principles	NOT ASSESSED THIS QUARTER			Explains the importance of sharing beliefs and principles including respecting the rights of others, promoting the common good, obeying laws/rules, and participating in public life in a democratic society.
Names positive character traits of key historic figures		SESSED UARTER	Names positive character tr honesty, patriotism, courage,	raits of key historic figures such as trustworthiness.
Economics	Q1	Q2	Q3	Q4
Uses basic economic concepts to illustrate historical events	Demonstrates all of the following: 1) Describes opportunity costs and their relationship to decision-making across time. 2) Explains how price incentives affect people's behavior and choices. 3) Describe how specialization improves standards of living. 4) Explain how voluntary exchange helps both buyers and sellers. 5) Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies). 6) Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).			
Identifies elements of a personal budget	Identifies the elements of a pers	onal budget including understo	unding the importance of spending o	and saving decisions.