

Quarter 1 Fourth Grade Rubric

Language Arts					
Reading	3	2	1	Comments	Evidence
Reads and understands vocabulary in context ELA4R3 a, b, c, d	Consistently and independently demonstrates 4 of 4 of the following at the 4th Grade level:	Demonstrates an understanding of 3 of the following at the 4th Grade level:	Demonstrates an understanding of 2 or less the following at the 4th Grade level:		* Teacher (anecdotal notes) observation of vocabulary words read and understood in context. * Student writing using words that enhances meaning and demonstrates understanding of grade level vocabulary
	1-Reads variety of texts and incorporates new words orally and ; 2-Determines meanings of unknown words using context; 3-Identifies meaning of common root words ; 4-Determines the meanings of words and alternates using dictionary and/or thesaurus;				
Demonstrates comprehension of literary text ELA4R1 Literary a,b,f,g	Consistently and independently demonstrates 4 of 4 of the following at the 4th Grade level:	Demonstrates an understanding of 3 the following at the 4th Grade level:	Demonstrates an understanding of 2 or less of the following at the 4th Grade level:		* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
	1-Relates theme in works of fiction to personal experience; 2-Identifies/analyzes story elements (plot, character, setting) in stories read, written, viewed, or performed; 3-Makes judgments/ inferences about story events and supports with evidence; 4-Identifies similarities/ differences between story elements and author's life				
Reads fluently applying oral reading strategies ELA4R4 a, b, c	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 112-118wpm..	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 105-111 wpm.	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) less than 105 wpm.	- familiar materials * Reading A-Z has passages	* Running records * DIBELS * Six-Minute Solution * Progress Monitoring
Consistently reads towards 25 book goal or 1,000,000 words cross curricular. ELA4R2	Consistently and independently reads 6 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Consistently and independently reads 2-5 grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Consistently and independently reads 1 or fewer grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Integrate Social Studies & Science standards	Home Reading Logs & Classroom Reading Logs
Writing	3	2	1	Comments	Evidence
Uses the writing process ELA4W4 a, b, c	Consistently and independently uses the writing process (prewriting, drafting, revising, and editing)	With assistance, uses the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).	Does not demonstrate use of the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).	Integrate Social Studies & Science standards	Teacher Anecdotal Work samples-portfolio
Writes legibly in cursive ELA4C1 e	Consistently and independently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Inconsistently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Does not demonstrate the ability to write legibly in cursive, leaving space between letters in a word and between words in a sentence.		

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

Listening, Speaking and Viewing	3	2	1	Comments	Evidence
Uses oral and visual strategies to communicate ELA4LSV1 a - I	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
Mathematics					
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: a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Determine to which whole number or tenth a given decimal is closest using tools such as a number line, and/or charts. d. Round a decimal to the nearest whole number or tenth. e. Represent the results of computation as a rounded number and estimate a sum or difference by rounding numbers.				Teacher observation benchmark assessments content assessments 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 Demonstrate an 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
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

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
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 pictures, words, models, and symbols.	With Assistance , 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 pictures, words, models, and symbols .	Does Not Demonstrate solving 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 mathematical ideas with pictures, words, models, and symbols.		Teacher observation benchmark assessments content assessments math journals
Science					
Remember to include science process skills that are embedded inside the units					
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, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food chain beginning with sunlight and including producers, consumers, and decomposers. b. Demonstrate the flow of energy through a food web & food chain beginning with sunlight and including producers, consumers, and decomposers.	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates 1 or 0 of the following:	*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 environment would affect a community (ecosystem) of organisms. d. Predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*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. S4L2 a, b *S4CS1 - 8	Consistently and independently identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.	With Assistance , identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	Does Not Demonstrate the 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
Health					
	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 Studies					
Integrate Social Studies Skills Matrices (Map and Globe Skills & Information Processing Skills) 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: (1-6) a. Locates where Native Americans settled with emphasis on: *Arctic (Inuit), *Northwest (Kwakiutl), *Plateau (Nez Perce), *Southwest (Hopi), *Plains (Pawnee), *Southeast (Seminole). (7) b. Describes how Native Americans used their environment to obtain food, clothing, and shelter.	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 *teacher observation *SS journal notes
Describes European exploration in North America SS4H2 a, b	Consistently and independently demonstrates all of the following: 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.	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 Hudson, and Jacques Cartier	*Student portfolio *presentations *assessments for student learning *teacher observation *SS journal notes

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man-made features in U.S. SS4G1 a	Consistently and independently locates all 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 locates 6-7 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 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
Describes how physical systems affect human systems SS4G2 a, b,	Consistently and independently demonstrates all of the following: a. Explains why the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describes how early explorers (SS4H2a) adapted/failed to adapt, to the various physical environments in which they traveled.	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
Economics	3	2	1	Comments	Evidence
Uses basic economic concepts to illustrate historical events SS4E1 a,	Consistently and independently demonstrates all of the following: a. Describes opportunity costs and their relationship to decision-making across time.	Consistently and independently demonstrates 5-6 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 and presentation

Quarter 2 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, i	Consistently and independently demonstrates 8 of 8 of the following at the 4th Grade level: 1-Reads variety of texts and incorporates new words orally and ; 2-Determines meanings of unknown words using context; 3-Identifies meaning of common root words ; 4-Determines the meanings of words and alternates using dictionary and/or thesaurus; 5-Identifies the meaning of common prefixes (e.g., un-, re-, dis-). 6-Identifies common idioms and figurative phrases; 7-Identifies playful uses of language; 8-Identifies/applies meaning of antonyms, synonyms, and homophones	Demonstrates an understanding of 6-7 of the following at the 4th Grade level:	Demonstrates an understanding of 5 or less the following at the 4th Grade level:		* Teacher (anecdotal notes) observation of vocabulary words read and understood in context. * Student writing using words that enhances meaning and demonstrates understanding of grade level vocabulary
Reading	3	2	1	Comments	Evidence
Demonstrates comprehension of literary text ELA4R1 Literary a, b, f, g	Consistently and independently demonstrates 4 of 4 of the following at the 4th Grade level: 1-Relates theme in works of fiction to personal experience; 2-Identifies/analyzes story elements (plot, character, setting) in stories read, written, viewed, or performed; 3-Makes judgments/ inferences about story events and supports with evidence; 4-Identifies similarities/ differences between story elements and author's life	Demonstrates an understanding of 3 the following at the 4th Grade level:	Demonstrates an understanding of 2 or less of the following at the 4th Grade level:		* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
Demonstrates comprehension of informational text ELA4R1 Informational a-h	Consistently and independently demonstrates 8 of 8 of the following at the 4th Grade level: 1- locates facts to answer the reader's questions 2- identifies/uses knowledge of common textual features 3-identifies/uses knowledge of common graphic features 4-identifies/uses knowledge of common organizational structures 5-cause/effect in context 6-summarize main idea/details 7-perceptive and well-developed connections 8-distinguishes fact from opinion or fiction	Demonstrates an understanding of 6 of 8 of the following at the 4th Grade level:	Demonstrates an understanding of 5 or less of the following at the 4th Grade level:	*(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
Reads fluently applying oral reading strategies ELA4R4 a, b, c	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 112-118wpm .	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 105-111 wpm .	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) less than 105 wpm .	- familiar materials * Reading A-Z has passages	* Running records * DIBELS * Six-Minute Solution * Progress Monitoring

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

Writing	3	2	1	Comments	Evidence
Conventions and Grammar: Uses appropriate mechanics ELA4C1 a, c, f, g, h ELA4W4c	Consistently and independently uses appropriate mechanics when writing, revising, and editing for all of the following 1-Capitalization 2-Usage (subject-verb agreement, correct sentence structure, elimination of sentence fragments, word parts, segmentation, syllabication) 3-Punctuation (end marks, commas for series) 4-Spelling (including common homophones)	Uses appropriate mechanics when writing, revising, and editing for 3 of 4 of the following:	Uses appropriate mechanics when writing, revising, and editing for 2 or less of the following	Integrate Social Studies & Science standards	Teacher Anecdotal Work samples-portfolio DC Writing Rubric State Writing Rubric DOL
Identifies and uses appropriate parts of speech ELA4C1 b	Consistently and independently identifies and uses 4 of 4 appropriate parts of speech (nouns, verbs, adverbs, adjectives) when writing.	Identifies and uses 3 of 4 appropriate parts of speech (nouns, verbs, adverbs, adjectives) when writing.	Identifies and uses less than 3 appropriate parts of speech (nouns, verbs, adverbs, adjectives) when writing.	Integrate Social Studies & Science standards	Teacher Anecdotal Work samples-portfolio DC Writing Rubric State Writing Rubric DOL
Research	3	2	1	Comments	Evidence
Uses basic computer skills 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 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
Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Inconsistently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Integrate Social Studies & Science standards	Teacher Anecdotal Student & Teacher Checklists DC Writing Rubric
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, focusing attention, and presenting).	With assistance , uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling, focusing attention, and presenting).	Does not demonstrate use of oral and visual strategies to acquire and relate information (summarizing, responding, recalling, focusing attention, and presenting).		*presentations *group discussions *cooperative learning groups

Mathematics					
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: a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Determine to which whole number or tenth a given decimal is closest using tools such as a number line, and/or charts. d. Round a decimal to the nearest whole number or tenth. e. Represent the results of computation as a rounded number and estimate a sum or difference by rounding numbers.				Teacher observation benchmark assessments content assessments 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.	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	Consistently and independently demonstrates all of the following , b) solves problems involving division by a 1 & 2-digit number and c) understands the relationship between the dividend, divisor, quotient and remainder d) understands & explains effect on quotient of multiplying or dividing both divisor & dividend by same #.			Including those that generate a remainder. (2050/50 yields the same answer as 205/5.)	Teacher observation benchmark assessments content assessments 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 Demonstrate an 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, a)describes situations in which the four operations may be used b)computing using the order of operations c)compute using the commutative, associative, and distributive properties d)mental math and estimation strategies	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 properties.	Teacher observation benchmark assessments content assessments math journals
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 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°.		
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 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.	△ □	Teacher observation benchmark assessments content assessments 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 pictures, words, models, and symbols.	With Assistance, 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 pictures, words, models, and symbols.	Does Not Demonstrate solving 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 mathematical ideas with pictures, words, models, and symbols.		Teacher observation benchmark assessments content assessments math journals
Science					
Remember to include science process skills that are embedded inside the units					
Earth Science	3	2	1	Comments	Evidence
Explains and investigates how states of water are related to the water cycle and weather precipitation S4E3 a,b,c,d,e	Consistently and independently demonstrates understanding of all of the following: a. Demonstrates how water changes states from solid to liquid to gas and changes from gas to liquid to solid. b. Identifies the temperatures at which water becomes a solid & at which water becomes a gas. c. Investigates how clouds are formed. d. Explains the water cycle, e. Investigates different forms of precipitation and sky conditions.	Consistently and independently demonstrates understanding of 3-4 of the following:	Consistently and independently demonstrates understanding of less than 3 of the following:		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 & explains how each is used in gathering weather data b. Using a weather map, identifies the fronts, temperature, and precipitation & interprets weather conditions c. Uses observations & records of weather conditions to predict weather patterns d. Differentiate between weather and climate	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 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

Physical Science	3	2	1	Comments	Evidence
Demonstrates how applied forces cause changes in the speed and motion of objects S4P3 b, c, d *S4CS1 - 8	Consistently and independently demonstrates all of the following: b. Uses different size objects to observe how force affects speed and motion. c. Explains what happens to the speed or direction of an object when a greater force than the initial one is applied. d. Demonstrates the effect of gravitational force on the motion of an object.	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 evidence from experiments 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.	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
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, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food chain beginning with sunlight and including producers, consumers, and decomposers. b. Demonstrate the flow of energy through a food web & food chain beginning with sunlight and including producers, consumers, and decomposers.	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, 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 environment would affect a community (ecosystem) of organisms. d. Predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*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 *S4CS1 - 8	Consistently and independently identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.	With Assistance, identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	Does Not Demonstrate the 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

Health					
	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 Studies					
Integrate Social Studies Skills Matrices (Map and Globe Skills & Information Processing Skills) 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: (1-6) a. Locates where Native Americans settled with emphasis on: *Arctic (Inuit), *Northwest (Kwakiutl), *Plateau (Nez Perce), *Southwest (Hopi), *Plains (Pawnee), *Southeast (Seminole). (7) b. Describes how Native Americans used their environment to obtain food, clothing, and shelter.	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 *teacher observation *SS journal notes
Describes European exploration in North America SS4H2 a, b	Consistently and independently demonstrates all of the following: 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.	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 Hudson, and Jacques Cartier	*Student portfolio *presentations *assessments for student learning *teacher observation *SS journal notes
Explains factors shaping British colonial America SS4H3 a, b	Consistently and independently demonstrates both of the following: (1) a. Compares and contrasts life in the New England, Mid-Atlantic, and Southern colonies. (2) b. Describes colonial life in America as experienced by various people, including *large landowners, *farmers, *artisans, *women, *indentured servants, *slaves, and *Native Americans.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:		*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
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 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.	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, 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

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man-made features in U.S. SS4G1 a	Consistently and independently locates all 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 locates 6-7 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 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
Describes how physical systems affect human systems SS4G2 a, b, c, d	Consistently and independently demonstrates all of the following: a. Explains why the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describes how early explorers (SS4H2a) adapted/failed to adapt, to the various physical environments in which they traveled. c. Explains how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economy. d. Explains how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4a)	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
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 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.	Consistently and independently demonstrates 5-6 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) *(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 vocabulary in context ELA4R3 a, b, c, d, e, f, g, h, i	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level:	Demonstrates an understanding of 7 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 context. * Student writing using words that enhances meaning and demonstrates understanding of grade level vocabulary
	1-Reads variety of texts and incorporates new words orally and ; 2-Determines meanings of unknown words using context; 3-Identifies meaning of common root words ; 4-Determines the meanings of words and alternates using dictionary and/or thesaurus; 5-Identifies the meaning of common prefixes (e.g., un-, re-, dis-). 6-Identifies common idioms and figurative phrases; 7-Identifies playful uses of language; 8-Identifies/applies meaning of antonyms, synonyms, and homophones 9-Recognizes and uses words with multiple meanings				
Demonstrates comprehension of literary text ELA4R1 Literary a-i	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level:	Demonstrates an understanding of 7 of 9 the following at the 4th Grade level :	Demonstrates an understanding of 6 or less of the following at the 4th Grade level:		* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
	1-Relates theme in works of fiction to personal experience; 2-Identifies/analyzes story elements (plot, character, setting) in stories read, written, viewed, or performed; 3-Identifies speaker of a poem or story 4-Identifies sensory details or figurative language 5-Identifies and shows relevance of foreshadowing clues 6-Makes judgments/ inferences about story events and supports with evidence; 7-Identifies similarities/ differences between story elements and author's life 8-Identifies themes and lessons in folk tales, tall tales, and fables 9-Identifies rhyme and rhythm, repetition, similes, and sensory images in poems				
Demonstrates comprehension of informational text ELA4R1 Informational a-h	Consistently and independently demonstrates 8 of 8 of the following at the 4th Grade level:	Demonstrates an understanding of 6 of 8 of the following at the 4th Grade level :	Demonstrates an understanding of 5 or less of the following at the 4th Grade level:		* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
	1- locates facts to answer the reader's questions 2- identifies/uses knowledge of common textual features 3-identifies/uses knowledge of common graphic features 4-identifies/uses knowledge of common organizational structures 5-cause/effect in context 6-summarize main idea/details 7-perceptive and well-developed connections 8-distinguishes fact from opinion or fiction				





Reading	3	2	1	Comments	Evidence
Reads fluently applying oral reading strategies ELA4R4 a, b, c	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 112-118wpm.	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) 105-111 wpm.	Consistently, independently, and with 95% accuracy orally reads (using decoding, cueing, self-monitoring, self-correcting, and prosody to demonstrate fluency) less than 105 wpm.	- familiar materials * Reading A-Z has passages	* Running records * DIBELS * Six-Minute Solution * Progress Monitoring
Consistently reads towards 25 book goal or 1,000,000 words cross curricular. ELA4R2	Consistently and independently reads 19 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Consistently and independently reads 12-18 grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Consistently and independently reads 11 or fewer grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Integrate Social Studies & Science standards	Home Reading Logs & Classroom Reading Logs
Writing	3	2	1	Comments	Evidence
Uses the writing process ELA4W4 a, b, c	Consistently and independently uses the writing process (prewriting, drafting, revising, and editing)	With assistance , uses the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).	Does not demonstrate use of the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).	Integrate Social Studies & Science standards	Teacher Anecdotal Work samples-portfolio
Writes legibly in cursive ELA4C1 e	Consistently and independently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Inconsistently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Does not demonstrate the ability to write legibly in cursive, leaving space between letters in a word and between words in a sentence.		
Ideas: Establishes a focus and develops main points ELA4W1 a, b ELA4W2: Narrative a, b, e, f Informational a, b, e, g Persuasive a, b, c, d Response to Lit a, b, c, e	Consistently and independently demonstrates concepts of developing IDEAS for 4 genres: *engages reader, establishes context, *point of view *excludes extraneous details *plot, setting, conflict, characters, events	Demonstrates concepts of developing IDEAS for 3 of 4 genres: *complex characters *central question, issue, or situation *more than one source of information *clear position with support *interpretive, evaluative, or reflective judgment with support	Demonstrates concepts of developing IDEAS for less than 3 of 4 genres:	*Uses the writing process (uses writer's workshop) *Mini-lessons	*journals *conf notes *published work *author's chair notes page
Organization: Structure is clear and appropriate ELA4W1 d ELA4W2: Narrative c, h Informational , c, d, h Persuasive , e, f Response to Lit d, f	Consistently and independently demonstrates concepts of ORGANIZATION for 4 genres: *organizing structure/context *sense of closure *coherence, transitions	Consistently and independently demonstrates mastery of concepts of ORGANIZATION for 3 of 4 genres: *appropriate facts and details *summary of literary work *chronological order, cause and effect, similarity and difference, and posing and answering a question	Consistently and independently demonstrates mastery of concepts of developing ORGANIZATION for less than 3 of 4 genres:	*Uses the writing process (uses writer's workshop) *Use graphic organizers to help students to understand the underlying structure of writing Transitional elements Traditional structures: (chronological order, cause and effect, similarity and difference, posing and answering questions)	*journals *conf notes *published work *author's chair notes page

Writing	3	2	1	Comments	Evidence
Style: Uses interesting language to capture reader's interest ELA4W2: Narrative d, g Informational a, f Persuasive a Response to Lit a, c	Consistently and independently demonstrates concepts of STYLE for 4 genres : *Engages the reader by establishing a context, creating a speaker's voice *including sensory details, concrete language *narrative strategies such as dialogue *narrative strategies such as tension, or suspense.	Consistently and independently demonstrates mastery of concepts of STYLE for 3 of 4 genres : *Draws from more than one source of information *providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. *interpretive, evaluative, reflective judgment *support judgments	Consistently and independently demonstrates mastery of concepts of developing STYLE for less than 2 genres :	Uses the writing process (uses writer's workshop) Mini-Lessons	*journals *conf notes *published work *author's chair notes page
Conventions and Grammar: Uses appropriate mechanics ELA4C1 a, c, d, f, g, h ELA4W4c	Consistently and independently uses appropriate mechanics when writing, revising, and editing for all of the following 1-Capitalization 2-Usage (subject-verb agreement, correct sentence structure, elimination of sentence fragments, word parts, segmentation, syllabication, word origins) 3-Punctuation (end marks, commas for series) 4-Spelling (including common homophones)	Uses appropriate mechanics when writing, revising, and editing for 3 of 4 of the following:	Uses appropriate mechanics when writing, revising, and editing for 2 or less of the following	Integrate Social Studies & Science standards	Teacher Anecdots Work samples-portfolio DC Writing Rubric State Writing Rubric DOL
Identifies and uses appropriate parts of speech ELA4C1 b	Consistently and independently identifies and uses 4 of 4 appropriate parts of speech (nouns, verbs, adverbs, adjectives) when writing.	Identifies and uses 3 of 4 appropriate parts of speech (nouns, verbs, adverbs, adjectives)when writing .	Identifies and uses less than 3 appropriate parts of speech (nouns, verbs, adverbs, adjectives) when writing.	Integrate Social Studies & Science standards	Teacher Anecdots Work samples-portfolio DC Writing Rubric State Writing Rubric DOL
Research	3	2	1	Comments	Evidence
Uses basic computer skills 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 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
Uses reference materials in reading and writing ELA4W3 a, b, c	Consistently and independently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Inconsistently acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Does not demonstrate use of information from sources and reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	Integrate Social Studies & Science standards	Teacher Anecdots Student & Teacher Checklists DC Writing Rubric

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, focusing attention, and presenting).	With assistance , uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling, focusing attention, and presenting).	Does not demonstrate use of oral and visual strategies to acquire and relate information (summarizing, responding, recalling, focusing attention, and presenting).		*presentations *group discussions *cooperative learning groups
Mathematics					
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
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: a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Determine to which whole number or tenth a given decimal is closest using tools such as a number line, and/or charts. d. Round a decimal to the nearest whole number or tenth. e. Represent the results of computation as a rounded number and estimate a sum or difference by rounding numbers.				Teacher observation benchmark assessments content assessments 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.	Does Not Demonstrate a knowledge of the division facts with understanding and fluency.		Teacher observation benchmark assessments content assessments math journals
Number and Operations	3	2	1	Comments	Evidence
Solves problems involving division M4N4 b, c, d	Consistently and independently demonstrates all of the following , b) solves problems involving division by a 1 & 2-digit number and c) understands the relationship between the dividend, divisor, quotient and remainder d) understands & explains effect on quotient of multiplying or dividing both divisor & dividend by same #.			Including those that generate a remainder. (2050/50 yields the same answer as 205/5.)	Teacher observation benchmark assessments content assessments math journals

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Number and Operations	3	2	1	Comments	Evidence
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 Demonstrate an 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
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, a)describes situations in which the four operations may be used b)computing using the order of operations c)compute using the commutative, associative, and distributive properties d)mental math and estimation strategies			Include the parentheses in the order of operations. Compute using the commutative, associative, and distributive properties.	Teacher observation benchmark assessments content assessments math journals
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	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 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
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 examining, 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 math journals
	a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.				
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.	 	Teacher observation benchmark assessments content assessments math journals

Data Analysis and Probability	3	2	1	Comments	Evidence
Represents, investigates, and evaluates data in a variety of graphs M4D1 a, b	Consistently and independently represents, investigates, and evaluates data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).	With Assistance, represent, investigate, and evaluate data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).	Does Not Demonstrate the representation, investigation, and evaluation of data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).		Teacher observation benchmark assessments content assessments math journals
Compares different graphs for a given set of data, identifying missing and duplicated information M4D1 c, d	Consistently and independently compares different graphs for a given set of data, identifying missing and duplicated information.	With Assistance, compares different graphs for a given set of data, identifying missing and duplicated information..	Does Not Demonstrate comparing of different graphs for a given set of data, and/or does not identify missing and duplicated information.		Teacher observation benchmark assessments content assessments math journals
Determines and justifies range, mode, and median of data M4D1 e	Consistently and independently determines and justifies all of the following: range, mode, and median of given data	Consistently and independently determines and justifies 2 of the following: range, mode, and median of given data .	Consistently and independently determines and justifies less than 2 of the following: range, mode, and median of given data		
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 pictures, words, models, and symbols.	With Assistance, 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 pictures, words, models, and symbols .	Does Not Demonstrate solving 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 mathematical ideas with pictures, words, models, and symbols.		Teacher observation benchmark assessments content assessments math journals
Science					
Remember to include science process skills that are embedded inside the units					
Earth Science	3	2	1	Comments	Evidence
Explains and investigates how states of water are related to the water cycle and weather precipitation S4E3 a,b,c,d,e	Consistently and independently demonstrates understanding of all of the following: a. Demonstrates how water changes states from solid to liquid to gas and changes from gas to liquid to solid b. Identifies the temperatures at which water becomes a solid & at which water becomes a gas. c. Investigates how clouds are formed. d. Explains the water cycle, e. Investigates different forms of precipitation and sky conditions	Consistently and independently demonstrates understanding of 3-4 of the following:	Consistently and independently demonstrates understanding of less than 3 of the following:		Observations Science journal student records evidence from experiments research diagrams/models demonstrations by students

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 earth using a model. b. Explains the sequence of the phases of the moon. c. Demonstrates the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.	Consistently and independently explains 2 of the following:	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 & explains how each is used in gathering weather data b. Using a weather map, identifies the fronts, temperature, and precipitation & interprets weather conditions c. Uses observations & records of weather conditions to predict weather patterns d. Differentiate between weather and climate	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 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 of stars in the night sky b. Compares the similarities and differences of planets to the stars in appearance, position, and number c. Explains why the patterns of stars in a constellation stays the same, but a planet can be seen in different locations at different times d. Identifies how technology is used to observe distant objects	Consistently and independently demonstrates 3 of the following:	Consistently and independently demonstrates 2 or less of the following:	*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 *S4CS1 - 8	Consistently and independently demonstrates all of the following: b. Uses different size objects to observe how force affects speed and motion. c. Explains what happens to the speed or direction of an object when a greater force than the initial one is applied. d. Demonstrates the effect of gravitational force on the motion of an object.	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 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
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, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food chain beginning with sunlight and including producers, consumers, and decomposers. b. Demonstrate the flow of energy through a food web & food chain beginning with sunlight and including producers, consumers, and decomposers.	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, 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 environment would affect a community (ecosystem) of organisms. d. Predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*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 *S4CS1 - 8	Consistently and independently identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.	With Assistance, identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	Does Not Demonstrate the 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
Health					
	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

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
Social Studies					
Integrate Social Studies Skills Matrices (Map and Globe Skills & Information Processing Skills) 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: (1-6) a. Locates where Native Americans settled with emphasis on: *Arctic (Inuit), *Northwest (Kwakiutl), *Plateau (Nez Perce), *Southwest (Hopi), *Plains (Pawnee), *Southeast (Seminole). (7) b. Describes how Native Americans used their environment to obtain food, clothing, and shelter.	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 *teacher observation *SS journal notes
Describes European exploration in North America SS4H2 a, b	Consistently and independently demonstrates all of the following: 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.	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 Hudson, and Jacques Cartier	*Student portfolio *presentations *assessments for student learning *teacher observation *SS journal notes
Explains factors shaping British colonial America SS4H3 a, b	Consistently and independently demonstrates both of the following: (1) a. Compares and contrasts life in the New England, Mid-Atlantic, and Southern colonies. (2) b. Describes colonial life in America as experienced by various people, including *large landowners, *farmers, *artisans, *women, *indentured servants, *slaves, and *Native Americans.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:		*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
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 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.	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, 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

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 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.	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
	1)a. Identifies the weaknesses of the government established by the Articles of Confederation. 2)b. Identifies the major leaders of the Constitutional Convention and describes the major issues they debated, 3)c. Identifies the three branches of the U. S. government as outlined by the Constitution, 4)d. Identifies and explains the rights in the Bill of Rights, describes how the Bill of Rights places limits on the power of government, and explains the reasons for its inclusion in the Constitution in 1791. 5)e. Describes the causes and events of the War of 1812; include the burning of the Capitol and the White House.				
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 Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
	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.				
Examines main ideas of abolitionist/suffrage movements SS4H7 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:	*significance of Sojourner Truth's address ("Ain't I a Woman?" 1851)	*Student portfolio *presentations *assessments for student learning *teacher observation *SS journal notes
	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.				
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 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 locates 6-7 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 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 SS4G2 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:		*written journal responses *presentations *student portfolio
	a. Explains why the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describes how early explorers (SS4H2a) adapted/failed to adapt, to the various physical environments in which they traveled. c. Explains how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economy. d. Explains how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c). e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).				
Civic Understandings	3	2	1	Comments	Evidence
Describes meaning of natural rights, popular sovereignty and the federal system of government	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 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
Names positive character traits of key historic figures SS4CG5	Consistently and independently names positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).	With Assistance, names positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).	Does Not Demonstrate naming positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).		*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:	Consistently and independently demonstrates 5-6 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) *(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
	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 United States (such as the steamboat, the steam locomotive, and the telegraph).				

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, i	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level:	Demonstrates an understanding of 7 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 context. * Student writing using words that enhances meaning and demonstrates understanding of grade level vocabulary
	1-a. Reads a variety of texts and incorporates new words into oral and written language. 2-b. Determines the meaning of unknown words using their context. 3-c. Identifies the meaning of common root words to determine the meaning of unfamiliar words. 4-d. Determines meanings of words and alternate word choices using a dictionary or thesaurus. 5-e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-). 6-f. Identifies the meaning of common idioms and figurative phrases. 7-g. Identifies playful uses of language (e.g., puns, jokes, palindromes). 8-h. Recognizes and uses words with multiple meanings (intended from the context of the sentence) 9-i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.				
Demonstrates comprehension of literary text ELA4R1 Literary a-i	Consistently and independently demonstrates 9 of 9 of the following at the 4th Grade level:	Demonstrates an understanding of 7 of 9 the following at the 4th Grade level:	Demonstrates an understanding of 6 or less of the following at the 4th Grade level:	* in stories read, written, viewed, or performed.	* Benchmarks *Written response *Portfolio assessment *Teacher anecdotal notes
	1-a. Relates theme in works of fiction to personal experience. 2-b. Identifies & analyzes the elements of plot, character, and setting* 3-c. Identifies the speaker of a poem or story. 4-d. Identifies sensory details and figurative language. 5-e. Identifies & shows the relevance of foreshadowing clues. 6-f. Makes judgments & inferences about setting, characters, & events, supports them w/evidence from the text. 7-g. Identifies similarities & differences between the characters/events & theme & the author's life. 8-h. Identifies themes and lessons in folktales, tall tales, and fables. 9-i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.				
Demonstrates comprehension of informational text ELA4R1 Informational a-h	Consistently and independently demonstrates all of the following at the 4th Grade level:	Demonstrates an understanding of 6-7 the following at the 4th Grade level:	Demonstrates an understanding of 5 or less of the following at the 4th Grade level:	*(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
	1-a. Locates facts that answer the reader's questions. 2-b. Identifies/uses knowledge of common textual features* 3-c. Identifies/uses knowledge of common graphic features* 4-d. Identifies/uses knowledge of common organizational structures* 5-e. Distinguishes cause from effect in context. 6-f. Summarizes main ideas and supporting details. 7-g. Makes perceptive and well-developed connections. 8-h. Distinguishes fact from opinion or fiction.				

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

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

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
Mathematics					
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: a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. c. Determine to which whole number or tenth a given decimal is closest using tools such as a number line, and/or charts. d. Round a decimal to the nearest whole number or tenth. e. Represent the results of computation as a rounded number and estimate a sum or difference by rounding numbers.	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 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.	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	Consistently and independently demonstrates all of the following , b) solves problems involving division by a 1 & 2-digit number and c) understands the relationship between the dividend, divisor, quotient and remainder d) understands & explains effect on quotient of multiplying or dividing both divisor & dividend by same #.	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 math journals

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 common fractions & decimal fractions b. Adds fractions & mixed numbers with like denominators b. Adds & subtracts fractions & mixed numbers with like denominators	Consistently and independently demonstrates understanding of 1 of the following:	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 M4N7 a, b, c, d	Consistently and independently demonstrates all of the following, a)describes situations in which the four operations may be used b)computing using the order of operations c)compute using the commutative, associative, and distributive properties d)mental math and estimation strategies	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 properties.	Teacher observation benchmark assessments content assessments math journals
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	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

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
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, cylinder, etc.	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: a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant.	Consistently and independently demonstrates 2 of the following:	Consistently and independently demonstrates less than 2 of the following:		Teacher observation benchmark assessments content assessments 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

Algebra	3	2	1	Comments	Evidence
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.	△ □	Teacher observation benchmark assessments content assessments math journals
Data Analysis and Probability	3	2	1	Comments	Evidence
Represents, investigates, and evaluates data in a variety of graphs M4D1 a, b	Consistently and independently represents, investigates, and evaluates data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).	With Assistance , represent, investigate, and evaluate data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).	Does Not Demonstrate the representation, investigation, and evaluation of data in a variety of graphs (bar, line, circle, line plot, pictographs and Venn diagrams).		Teacher observation benchmark assessments content assessments math journals
Compares different graphs for a given set of data, identifying missing and duplicated information M4D1 c, d	Consistently and independently compares different graphs for a given set of data, identifying missing and duplicated information.	With Assistance , compares different graphs for a given set of data, identifying missing and duplicated information..	Does Not Demonstrate comparing of different graphs for a given set of data, and/or does not identify missing and duplicated information.		Teacher observation benchmark assessments content assessments math journals
Determines and justifies range, mode, and median of data M4D1 e	Consistently and independently determines and justifies all of the following: range, mode, and median of given data	Consistently and independently determines and justifies 2 of the following: range, mode, and median of given data .	Consistently and independently determines and justifies less than 2 of the following: range, mode, and median of given data		
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 pictures, words, models, and symbols.	With Assistance , 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 pictures, words, models, and symbols .	Does Not Demonstrate solving 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 mathematical ideas with pictures, words, models, and symbols.		Teacher observation benchmark assessments content assessments math journals
Science					
Remember to include science process skills that are embedded inside the units					
Earth Science	3	2	1	Comments	Evidence
Explains and investigates how states of water are related to the water cycle and weather precipitation S4E3 a,b,c,d,e	Consistently and independently demonstrates understanding of all of the following: a. Demonstrates how water changes states from solid to liquid to gas and changes from gas to liquid to solid b. Identifies the temperatures at which water becomes a solid & at which water becomes a gas. c. Investigates how clouds are formed. d. Explains the water cycle, e. Investigates different forms of precipitation and sky conditions	Consistently and independently demonstrates understanding of 3-4 of the following:	Consistently and independently demonstrates understanding of less than 3 of the following:		Observations Science journal student records evidence from experiments research diagrams/models demonstrations by students

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 earth using a model. b. Explains the sequence of the phases of the moon. c. Demonstrates the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.	Consistently and independently explains 2 of the following:	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 analyzes 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 & explains how each is used in gathering weather data b. Using a weather map, identifies the fronts, temperature, and precipitation & interprets weather conditions c. Uses observations & records of weather conditions to predict weather patterns d. Differentiate between weather and climate	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 gauge, wind sock) *weather: forecasts, conditions, patterns *meteorologist	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 of stars in the night sky b. Compares the similarities and differences of planets to the stars in appearance, position, and number c. Explains why the patterns of stars in a constellation stays the same, but a planet can be seen in different locations at different times d. Identifies how technology is used to observe distant objects	Consistently and independently demonstrates 3 of the following:	Consistently and independently demonstrates 2 or less of the following:	*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 *S4CS1 - 8	Consistently and independently demonstrates all of the following: b. Uses different size objects to observe how force affects speed and motion. c. Explains what happens to the speed or direction of an object when a greater force than the initial one is applied. d. Demonstrates the effect of gravitational force on the motion of an object.	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 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 transparent, opaque, and translucent. b. Investigates the reflection of light using a mirror and a light source. c. Identifies the physical attributes of a convex lens, a concave lens, and a prism and where each is used.	Consistently and independently demonstrates 2 of the following:	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	Consistently and independently demonstrates understanding of how sound is produced and recognizes the conditions that cause pitch to vary.	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, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food chain beginning with sunlight and including producers, consumers, and decomposers. b. Demonstrate the flow of energy through a food web & food chain beginning with sunlight and including producers, consumers, and decomposers.	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, 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 environment would affect a community (ecosystem) of organisms. d. Predicts effects on a population if some of the plants or animals in the community are scarce or if there are too many.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:	*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. S4L2 a, b *S4CS1 - 8	Consistently and independently identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.	With Assistance , identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrate and explains how adaptation affects survival.	Does Not Demonstrate the 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
Health					
	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 Studies					
Integrate Social Studies Skills Matrices (Map and Globe Skills & Information Processing Skills) 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: (1-6) a. Locates where Native Americans settled with emphasis on: *Arctic (Inuit), *Northwest (Kwakiutl), *Plateau (Nez Perce), *Southwest (Hopi), *Plains (Pawnee), *Southeast (Seminole). (7) b. Describes how Native Americans used their environment to obtain food, clothing, and shelter.	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 *teacher observation *SS journal notes
Describes European exploration in North America SS4H2 a, b	Consistently and independently demonstrates all of the following: 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.	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 Hudson, and Jacques Cartier	*Student portfolio *presentations *assessments for student learning *teacher observation *SS journal notes

Historical Understandings	3	2	1	Comments	Evidence
Explains factors shaping British colonial America SS4H3 a, b	Consistently and independently demonstrates both of the following: (1) a. Compares and contrasts life in the New England, Mid-Atlantic, and Southern colonies. (2) b. Describes colonial life in America as experienced by various people, including *large landowners, *farmers, *artisans, *women, *indentured servants, *slaves, and *Native Americans.	Consistently and independently demonstrates 1 of the following:	Does Not demonstrate the following:		*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
Historical Understandings	3	2	1	Comments	Evidence
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 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.	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, 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 SS4H5 a, b, d, e	Consistently and independently demonstrates all of the following: 1)a. Identifies the weaknesses of the government established by the Articles of Confederation. 2)b. Identifies the major leaders of the Constitutional Convention and describes the major issues they debated, 3)c. Identifies the three branches of the U. S. government as outlined by the Constitution, 4)d. Identifies and explains the rights in the Bill of Rights, describes how the Bill of Rights places limits on the power of government, and explains the reasons for its inclusion in the Constitution in 1791. 5)e. Describes the causes and events of the War of 1812; include the burning of the Capitol and the White House.	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 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.	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
Explains Westward Expansion SS4H6 a, b	Consistently and independently demonstrates all of the following: 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.	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 Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	*Venn Diagrams *written assignments *student portfolio *journal notes *graphic organizers
Examines main ideas of abolitionist/suffrage movements SS4H7 a, b	Consistently and independently demonstrates all of the following: 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.	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 learning *teacher observation *SS journal notes

Geographical Understandings	3	2	1	Comments	Evidence
Locates physical and man-made features in U.S. SS4G1 a	Consistently and independently locates all 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 locates 6-7 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 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
Describes how physical systems affect human systems SS4G2 a, b, c, d	Consistently and independently demonstrates all of the following: a. Explains why the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describes how early explorers (SS4H2a) adapted/failed to adapt, to the various physical environments in which they traveled. c. Explains how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economy. d. Explains how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c). e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).	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
Civic Understandings	3	2	1	Comments	Evidence
Describes meaning of natural rights, popular sovereignty and the federal system of government SS4CG1 a, b	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 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
Explains the importance of freedom of expression SS4CG2	Consistently and independently explains the importance of freedom of expression (1st Amendment & US Constitution)	With Assistance, explains the importance of freedom of expression (1st Amendment & US Constitution)	Does Not explain the importance of freedom of expression (1st Amendment & US Constitution)		*student projects & presentations
Describes functions of government SS4CG3 a, b, c, d, e	Consistently and independently demonstrates all of the following: a. Explain the process for making and enforcing laws. c. Describe providing for the defense of the nation.	Consistently and independently demonstrates 3-4 of the following: b. Explain managing conflicts and protecting rights. d. Explain limiting the power of people in	Consistently and independently demonstrates less than 3 of the following:		*student portfolio *assessments for student learning *SS journal notes *graphic organizers

Civic Understandings	3	2	1	Comments	Evidence
Explains importance of sharing democratic beliefs and principles SS4CG4 a, b	Consistently and independently explains the importance of sharing beliefs and principles (rights & common good, obeying laws/rules, public civic life)	With Assistance, explains the importance of sharing beliefs and principles (rights & common good, obeying laws/rules, public civic life)	does Not Demonstrate explaining the importance of sharing beliefs and principles (rights & common good, obeying laws/rules, public civic life)	*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
Names positive character traits of key historic figures SS4CG5	Consistently and independently names positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).	With Assistance, names positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).	Does Not Demonstrate naming positive character traits of key historic figures (honesty, patriotism, courage, trustworthiness).		*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 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 United States (such as the steamboat, the steam locomotive, and the telegraph).	Consistently and independently demonstrates 5-6 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) *(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

4th Grade Report Card

Parent Guide

In order to receive a score of 3, a student consistently and independently:

English/Language Arts				
Reading	Q1	Q2	Q3	Q4
Reads and understands vocabulary in context	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 following at the 4th Grade level:	
	1) Reads a variety of texts and incorporates new words into oral and 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 dictionary or thesaurus.		5) Identifies the meaning of common prefixes (e.g., un-, re-, dis-). 6) Identifies the meaning of common idioms and figurative phrases. 7) Identifies playful uses of language (e.g., puns, jokes, palindromes). 8) Recognizes and uses words with multiple meanings (intended from the context of the sentence) 9) Identifies and applies the meaning of the terms antonym, synonym, and homophone.	
Demonstrates comprehension of literary text	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 demonstrates all of 9 of the following at the 4th Grade level:	
	Demonstrates 9 of 9 of the following at the 4th Grade level: 1) Relates theme in works of fiction to personal experience. 2) Identifies & analyzes the elements of plot, character, and setting* 3) Identifies the speaker of a poem/story. 4) Identifies sensory details & figurative language. 5) Identifies & shows the relevance of foreshadowing clues.		6) Makes judgments & inferences about setting, characters, & events, supports them w/evidence from text. 7) Identifies similarities & differences between the characters/events & theme & the author's life. 8) Identifies themes/lessons in folktales, tall tales, and fables. 9) Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.	
Demonstrates comprehension of informational text	NOT ASSESSED THIS QUARTER	Demonstrates all of 8 of the following at the 4th Grade level:		
	1) locates facts to answer the reader's questions 2) identifies/uses knowledge of common textual features 3) identifies/uses knowledge of common graphic features 4) identifies/uses knowledge of common organizational structures	5) cause/effect in context 6) summarize main idea/details 7) perceptive and well-developed connections 8) distinguishes fact from opinion or fiction		
Reads fluently applying oral reading strategies	Reads a 4th grade passage orally with 95% accuracy at 120 words/minute (using rhythm, flow, self-correction, and effective decoding strategies).			
Consistently reads towards 25 book goal or 1,000,000 words	6 or more	12 or more	19 or more	25 or more
Writing	Q1	Q2	Q3	Q4
Uses the writing process	Uses the writing process (prewriting, drafting, revising, and editing)			
Writes legibly in cursive	Writes legibly in cursive, leaving appropriate spacing between letters in a word and between words in a sentence.			
Ideas: Establishes a focus and develops main points	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 demonstrates concepts of developing IDEAS for all 4 genres: *Narrative *Informational *Persuasive *Response to Literature	
	*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	

4th Grade Report Card

Parent Guide

In order to receive a score of 3, a student consistently and independently:

Writing (continued)	Q1	Q2	Q3	Q4
Organization: Structure is clear and appropriate	Demonstrates all concepts of ORGANIZATION for 1 genre: *Narrative	Demonstrates concepts of developing ORGANIZATION for 3 genres: *Narrative *Informational *Persuasive	Demonstrates concepts of ORGANIZATION for all 4 genres: *Narrative *Informational *Persuasive *Response to Literature	
	*organizing structure/context *sense of closure *appropriate facts and details *summary of literary work			
Style: Uses interesting language to capture the reader's interest	Demonstrates concepts of developing STYLE for 1 genre: *Narrative	Demonstrates mastery of style concepts for 3 genres: *Narrative *Informational *Persuasive	Demonstrates mastery of style concepts for all 4 genres: *Narrative *Informational *Persuasive *Response to Literature	
	*creates a speaker's voice and captures readers interest by: *including sensory details, concrete language *varies sentence structure and complexity *tension/suspense		*describing/analyzing relevant anecdotes *interpretive, evaluative, reflective judgment *support judgments *dialogue *excludes extraneous details	
Conventions & Grammar: Uses appropriate mechanics	Uses appropriate mechanics when writing, revising, and editing for all of the following: 1) Capitalization 2) Usage (subject-verb agreement, correct sentence structure, elimination of sentence fragments) 3) Punctuation (end marks, commas for series) 4) Spelling	Q1 plus: 2) Usage (word parts, segmentation, syllabication) 4) Spelling (including common homophones)	Q1 & Q2 plus: 2) Usage (word origins)	
Identifies and uses appropriate parts of speech	Identifies and uses appropriate parts of speech when writing (nouns, verbs, adverbs, adjectives).			
Research	Q1	Q2	Q3	Q4
Uses basic computer skills to support writing	NOT ASSESSED THIS QUARTER	Uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, software, memory, disk drive, hard drive).		
Uses reference materials in reading and writing	NOT ASSESSED THIS QUARTER	Acknowledges information from sources and uses reference materials in reading and writing (prefaces, appendices, indices, glossaries, table of contents, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).		
Listening, Speaking and Viewing	Q1	Q2	Q3	Q4
Uses oral and visual strategies to communicate	Uses oral and visual strategies to acquire and relate information (summarizing, responding, recalling).			
Mathematics				
Number and Operations	Q1	Q2	Q3	Q4
Identifies place value	Identifies place value from hundredths through one million.			
Represents numbers in various ways	Equates a number's word name, its standard form, and its expanded form.			

4th Grade Report Card

Parent Guide

In order to receive a score of 3, a student consistently and independently:

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	Solves problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.		
Demonstrates fluency with division facts	NOT ASSESSED THIS QUARTER	Knows the division facts with understanding and fluency (20 facts per minute).		
Solves problems involving division	NOT ASSESSED THIS QUARTER	Demonstrates all of the following: 1) solves problems involving division by a 1 & 2-digit number and 2) understands the relationship between the dividend, divisor, quotient and remainder 3) understands & explains effect on quotient of multiplying or dividing both divisor & dividend by same #.		
Understands decimals as part of base-ten system	Demonstrates understanding that decimals are part of base-ten system.			
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 THIS QUARTER			Converts and uses mixed numbers and improper fractions interchangeably.
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 four operations may be used 2) computing using the order of operations 3) compute using the commutative, associative, and distributive properties 4) mental math and estimation strategies		
Measurement	Q1	Q2	Q3	Q4
Measures and compares weight using standard and metric units	NOT ASSESSED THIS QUARTER	Uses standard and metric units to measure the weight of objects and compares one unit within a single system of measurement.		

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Parent Guide

In order to receive a score of 3, a student consistently and independently:

Measurement (continued)	Q1	Q2	Q3	Q4
Measures angles using various tools and methods	NOT ASSESSED THIS QUARTER	Uses tools (protractor, angle rule) and other methods (paper folding, drawing a diagonal 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 of the 3 angles of a triangle is always 180° .		
Geometry	Q1	Q2	Q3	Q4
Classifies triangles by their angles	NOT ASSESSED THIS QUARTER		Examines and compares angles in order to classify and identify triangles by their angles.	
Describes parallel & perpendicular lines in plane figures	NOT ASSESSED THIS QUARTER		Describes parallel and perpendicular lines in plane geometric figures and rectangular prisms.	
Classifies, compares and contrasts quadrilaterals	NOT ASSESSED THIS QUARTER		Examines, classifies, compares and contrasts quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).	
Compare/contrast solid figures and construct models to represent them	NOT ASSESSED THIS QUARTER		Constructs models and compares/contrasts solid figures (cubes, prisms, cylinders, pyramids, spheres & cones).	
Graphs and locates points and ordered pairs	NOT ASSESSED THIS QUARTER		Demonstrates all of the following: 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 relationships 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 mathematical expressions using symbols and different values.		
Data Analysis	Q1	Q2	Q3	Q4
Represents, investigates, and evaluates data in a variety of graphs	NOT ASSESSED THIS QUARTER		Represents, investigates, and evaluates data in a variety of graphs (bar, line, circle, line plot, pictographs 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 given data	
Process Skills	Q1	Q2	Q3	Q4
Uses mathematical language to express, connect ideas, record and solve problems	Solves problems in math and other content areas , expresses ideas using precise mathematical language, understands how mathematical ideas connect and applies mathematical ideas in other areas, records mathematical ideas with pictures, words, models, and symbols.			

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Parent Guide

In order to receive a score of 3, a student consistently and independently:

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	Demonstrates understanding of all of the following: 1) Demonstrates how water changes states from solid to liquid to gas and changes from gas to liquid to solid 2) identifies the temperatures at which water becomes a solid & at which water becomes a gas. 3) Investigates how clouds are formed. 4) Explains the water cycle, 5) Investigates different forms of precipitation and sky conditions		
Models and explains the movement of the earth and moon in relation to seasonal changes and moon phases		Explains all of the following: 1) Explains the day/night cycle of the earth using a model. 2) Explains the sequence of the phases of the moon. 3) Demonstrates the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.		
Demonstrates size and order of the planets		Organizes the planets by size and order in relation in relationship to the sun.		
Collects and analyzes weather data to predict weather patterns and seasonal changes		NOT ASSESSED THIS QUARTER	Demonstrates all of the following: 1) Identifies weather instruments & explains how each is used in gathering weather data 2) Using a weather map, identifies the fronts, temperature, and precipitation & interprets weather conditions 3) Uses observations & records of weather conditions to predict weather patterns 4) Differentiate between weather and climate	
Explains planetary, lunar, and stellar attributes	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	NOT ASSESSED IN QUARTER 1. MAY BE ASSESSED NEAR THE END OF QUARTER 2		Demonstrates all of the following: 1) Uses different size objects to observe how force affects speed and motion. 2) Explains what happens to the speed or direction of an object when a greater force than the initial one is applied. 3) Demonstrates the effect of gravitational force on the motion of an object.	
Identifies and explains the uses of simple machines	NOT ASSESSED THIS 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			Demonstrates all of the 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.

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Parent Guide

In order to receive a score of 3, a student consistently and independently:

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
Identifies the roles of organisms and the flow of energy in an ecosystem.	Demonstrates all of the following: 1) 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 web & food chain beginning with sunlight and including producers, consumers, and			
Predicts how changes in an environment or population can affect an ecosystem.	Demonstrates both of the following: 1) 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.			
Identifies factors that affect the survival or extinction of organisms in an ecosystem.	Identifies factors and conditions that lead to endangered and extinct organisms as well as demonstrates and explains how adaptation affects survival.			
Health				
Health	Q1	Q2	Q3	Q4
Demonstrates healthy living	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.	Demonstrates understanding of alcohol, tobacco and other drugs, disease prevention, mental health, and nutrition as it effects the body and mind.
Demonstrates personal safety	Demonstrates an understanding of safety and responsibility as it relates 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.			
Describes European exploration in North America	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	Demonstrates both of the following: 1) Compares and contrasts life in the New England, Mid-Atlantic, and Southern colonies. (2) Describes colonial life in America as experienced by various people, including *large landowners, *farmers, *artisans, *women, *indentured servants, *slaves, and *Native Americans.		

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Parent Guide

In order to receive a score of 3, a student consistently and independently:

Historical Understandings (continued)	Q1	Q2	Q3	Q4
Explains causes, events, and results of American Revolution	NOT ASSESSED THIS QUARTER		Demonstrates all of the following: 1) Traces the events that shaped the revolutionary movement in America, 2) 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) Describes the major events of the American Revolution -include the Battles of Lexington and Concord, Saratoga, and Yorktown. 4) Explains the factors leading to American victory and British defeat 5) 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.	
Analyzes challenges faced by new nation	NOT ASSESSED THIS QUARTER		Demonstrates all of the following: 1) Identifies the weaknesses of the government established by the Articles of Confederation. 2) Identifies the major leaders of the Constitutional Convention and describes the major issues they debated, 3) Identifies the three branches of the U. S. government as outlined by the Constitution, 4) Identifies and explains the rights in the Bill of Rights, describes how the Bill of Rights places limits on the power of government, and explains the reasons for its inclusion in the Constitution in 1791. 5) Describes the causes and events of the War of 1812; include the burning of the Capitol and the White House.	
Explains westward expansion	NOT ASSESSED THIS QUARTER			Demonstrates all of the 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	NOT ASSESSED THIS QUARTER		Demonstrates all of the following: * Discuss the biographies of (1) Harriet Tubman and (2) Elizabeth Cady Stanton. * Explain the significance of (3) Sojourner Truth to the abolition and 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).			

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Parent Guide

In order to receive a score of 3, a student consistently and independently:

Civic Understandings	Q1	Q2	Q3	Q4
Describes meaning of natural rights, popular sovereignty and the federal system of government	NOT ASSESSED THIS QUARTER		Describes meaning of natural rights, popular sovereignty and the federal system of government including the Declaration of Independence, the Preamble 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	NOT ASSESSED THIS QUARTER		Names positive character traits of key historic figures such as honesty, patriotism, courage, 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 personal budget including understanding the importance of spending and saving decisions.			