

**Grading Benchmarks – Grade 4**  
**Language Arts Literacy**

**Reading**

**1. Read grade level text with accuracy, fluency and comprehension (visualizing, prediction, making connections, synthesizing)**  
**Standards: RF4.4, RL4.10, RI4.10**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> <li>• <b>(Below F&amp;P Instructional Level N)</b></li> <li>• Reads slowly and inaccurately with little or no expression.</li> <li>• Unable to apply learned reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level N-O)</b></li> <li>• Reads some words accurately with some expression with below level texts. May not heed punctuation.</li> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level P-Q)</b></li> <li>• Independently and consistently reads most words accurately, with high fluency and expression, on grade level.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level R)</b></li> <li>• Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>(Below F&amp;P Instructional Level P)</b></li> <li>• Reads some words accurately with some expression with below grade level texts. May not heed punctuation.</li> <li>• Unable to apply learned reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level P)</b></li> <li>• Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time.</li> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level Q-R)</b></li> <li>• Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level S)</b></li> <li>• Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>

3	• Reads some words accurately with some	• Reads most words accurately with some	• Independently and consistently reads most	• Independently and consistently reads all words
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	<p>expression with below grade level texts. May not heed punctuation. (<b>Below F&amp;P Instructional Level Q</b>)</p> <ul style="list-style-type: none"> <li>• Unable to apply learned reading strategies</li> </ul>	<p>expression with below level texts. Heeds punctuation most of the time. (<b>F&amp;P Instructional Level Q-R</b>)</p> <ul style="list-style-type: none"> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<p>words accurately, with high fluency and expression, on grade level. Heeds punctuation. (<b>F&amp;P Instructional Level S</b>)</p> <ul style="list-style-type: none"> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<p>accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (<b>F&amp;P Instructional Level T</b>)</p> <ul style="list-style-type: none"> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>
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**2. Use details to make connections and inferences Standard: RL 4.1**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student::</p> <ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of what has been read.</li> <li>• Unable to ask or answer questions, either literal or inferential, concerning key details in a text.</li> <li>• Makes few minor or unrelated predictions or inferences</li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Requires teacher prompting and support to ask/answer questions concerning key details in fiction text.</li> <li>• Finds some text based clues, makes some relevant connections and predictions</li> <li>• May be able to ask/answer literal questions but needs more prompting and support for inferential</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text.</li> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in an <b>above grade level fiction text</b>.</li> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level</b> text.</li> <li>• Cites specific support to assist in interpretation of the higher-level questions with increasing depth.</li> <li>•</li> </ul>

<p>2</p>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of what has been read.</li> <li>• Unable to ask or answer questions, either literal or inferential, concerning key details in a text.</li> <li>• <b>Makes a few relevant predictions or inferences</b></li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• <b>Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail.</b></li> <li>• Finds some text based clues, makes some relevant connections and predictions</li> <li>• <b>Asks/answers literal questions</b></li> <li>• <b>Applies some inferential thinking but may need support</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text.</li> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> <li>• <b>Cites specific support to assist in interpretation of the text.</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in an <b>above grade level fiction text.</b></li> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level</b> text.</li> <li>• Cites specific support to assist in interpretation of the higher level question with increasing depth.</li> </ul>
<p>3</p>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Demonstrates <b>weak understanding of fictional texts</b></li> <li>• <b>May be able to ask/answer literal questions but needs more prompting and support for inferential</b></li> <li>• Makes a few relevant predictions or inferences</li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail.</li> <li>• Finds some text based clues, makes some relevant connections, predictions and inferences.</li> <li>• Asks/answers literal questions</li> <li>• <b>Applies some inferential thinking using text based clues</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text.</li> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> <li>• Cites specific support to assist in interpretation of the text.</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in an <b>above grade level fiction text.</b></li> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level</b> text.</li> </ul>

				<ul style="list-style-type: none"> <li>• Cites specific support to assist in interpretation of the higher level question with increasing depth.</li> </ul>
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**Reading Literature**

**1. Determines a theme or central message; summarize the text. (Standard: RL4.2)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>1</b>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Is unable to identify theme of a text.</li> <li>• Demonstrates little or no understanding or story structure; limited or no ability to recount stories.</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Requires prompting and support to identify the theme of a text</li> <li>• Requires teacher prompting and support to recount stories</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story</li> <li>• Independently and consistently retells stories and describes overall structure of the story including beginning, middle and end</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story with <b>above level texts</b>.</li> <li>• Independently and consistently retells stories with <b>above grade level texts</b> and describes overall structure of the story including beginning, middle and end.</li> </ul>
<b>2</b>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of the theme of a text</li> <li>• <b>Requires teacher prompting and support to recount stories</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Requires prompting and support to identify theme of a text</li> <li>• <b>Independently and consistently retells stories including beginning, middle and end</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story <b>and supplies supporting details</b></li> <li>• Independently and consistently retells stories and describes overall structure of the story</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story and supplies supporting details on above level texts.</li> <li>• Independently and consistently retells stories with <b>above grade level texts</b> and describes overall</li> </ul>

			including beginning, middle and end	structure of the story including beginning, middle and end.
3	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of the theme of a text</li> <li>• Requires teacher prompting and support to recount stories</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Requires prompting and support to identify the theme of a text</li> <li>• <b>Independently and consistently retells stories including beginning, middle and end</b></li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story and supplies supporting details</li> <li>• Independently and consistently retells stories including beginning, middle and end</li> </ul>	<p>Student::</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the theme of a story and supplies supporting details <b>above level texts.</b></li> <li>• Independently and consistently retells stories with <b>above grade level texts</b> including beginning, middle and end.</li> </ul>

**2. Describe story elements (character, setting, plot, or point of view) using textual evidence. (Standards: RL 4.3, RL 4.6)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student requires prompting and support to identify key story elements including character and setting	Student requires prompting and support to identify key story elements including character, setting, and plot.	Student identifies key story elements including character, setting, plot and point of view	Student identifies key story elements including character, setting, plot, point of view, rising action, climax and resolution in <b>above grade level</b>
2	Student requires prompting and support to identify key story elements including character and setting as well as <b>drawing conclusions about characters.</b>	<b>Student can draw conclusions and form opinions about characters, setting and plot story.</b>	Student <b>draws conclusions and forms opinions</b> about characters, setting, plot and point of view in a story <b>using supporting textual evidence (dialogue, actions, setting and events)</b>	<ul style="list-style-type: none"> <li>• Student identifies the roles of multiple characters in a story <b>in above grade level texts.</b></li> <li>• Student draws sophisticated conclusions about characters, setting, plot and point of view based on dialogue, actions, setting</li> </ul>

				and events in <b>above grade level texts.</b>
<b>3</b>	Student requires prompting and support to identify key story elements including character and setting as well as <b>drawing conclusions about characters with supporting evidence</b>	Student can draw conclusions and form opinions about characters, setting, plot and <b>point of view and then support with textual evidence</b>	<ul style="list-style-type: none"> <li>• Student draws conclusions and forms opinions about characters, setting, plot and point of view in a story using supporting textual evidence (dialogue, actions, setting and events) and makes connections</li> <li>• <b>Student identifies the perspectives of different characters in a text, citing supporting evidence</b></li> <li>• Student explains how the point of view impacts the delivery of information in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies the roles of multiple characters in a story in <b>above grade level texts.</b></li> <li>• Student draws sophisticated conclusions about characters, setting, plot and point of view based on dialogue, actions, setting and events <b>and supports conclusions with multiple pieces of textual evidence in above grade level texts.</b></li> <li>• Student explains how the point of view impacts the delivery of information in <b>above grade level texts.</b></li> </ul>

**Reading – Informational Text**

**1. Asks and answers questions using textual evidence. (Standard: RI 4.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>1</b>	Student: <ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of what has been read.</li> <li>• Is unable to ask or answer questions, either literal or</li> </ul>	Student: <ul style="list-style-type: none"> <li>• Requires teacher prompting and support to ask/answer questions concerning key details in non-fiction text.</li> </ul>	Student: <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in a non-fiction text.</li> </ul>	Student: <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key</li> </ul>

	<p>inferential, concerning key details in a text.</p> <ul style="list-style-type: none"> <li>• Makes few minor or unrelated predictions or inferences</li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds some text based clues, makes some relevant connections and predictions</li> <li>• May be able to ask/answer literal questions but needs more prompting and support for inferential</li> </ul>	<ul style="list-style-type: none"> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> </ul>	<p>details in <b>an above grade level non-fiction text.</b></p> <ul style="list-style-type: none"> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level texts.</b></li> </ul>
2	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of what has been read.</li> <li>• Is unable to ask or answer questions, either literal or inferential, concerning key details in a text.</li> <li>• Makes a few relevant predictions or inferences</li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail.</b></li> <li>• Finds some text based clues, makes some relevant connections and predictions</li> <li>• <b>Asks/answers literal questions</b></li> <li>• <b>Applies some inferential thinking but may need support</b></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in a non-fiction text.</li> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> <li>• <b>Cites specific support to assist in interpretation of the text.</b></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential questions concerning key details in an <b>above grade level non-fiction text.</b></li> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level texts.</b></li> <li>• <b>Cites specific support to assist in interpretation of the higher level question with increasing depth in above grade level texts.</b></li> </ul>
3	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates weak understanding of non-fiction texts</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates a partial understanding of the text in order to ask/answer</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently asks/answers literal and inferential</li> </ul>



	<ul style="list-style-type: none"> <li>• May be able to ask/answer literal questions but needs more prompting and support for inferential</li> <li>• Makes a few relevant predictions or inferences</li> <li>• Does not find or use text clues to identify implied ideas and information.</li> </ul>	<p>questions concerning key detail.</p> <ul style="list-style-type: none"> <li>• Finds some text based clues, makes some relevant connections, predictions <b>and inferences.</b></li> <li>• Asks/answers literal questions</li> <li>• Applies some inferential thinking <b>using text based clues</b></li> </ul>	<p>questions concerning key details in a non-fiction text.</p> <ul style="list-style-type: none"> <li>• Finds and uses text based clues to uncover and explain ideas in the text.</li> <li>• Cites specific support to assist in interpretation of the text.</li> </ul>	<p>questions concerning key details in an <b>above grade level non-fiction text.</b></p> <ul style="list-style-type: none"> <li>• Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in <b>above grade level texts.</b></li> <li>• Cites specific support to assist in interpretation of the higher level question with increasing depth in <b>above grade level texts.</b></li> </ul>
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**2. Determine the main idea and key details; summarize the text (Standard: RI 4. 2 )**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	<p>Student is:</p> <ul style="list-style-type: none"> <li>• Unable to identify main idea of a text.</li> <li>• Unable or rarely able to retell major details from a nonfiction text</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Requires prompting and support to identify the main idea of a text or specific paragraph</li> <li>• With teacher prompting and support is able to retell major details from nonfiction text</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the main idea of a text or specific paragraph within a text</li> <li>• Independently and consistently retells details from a nonfiction text</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the main idea of a text or specific paragraph in <b>above level nonfiction texts.</b></li> <li>• Independently and consistently retells major details in <b>above level nonfiction text</b> and organizes them by heading/topic</li> </ul>

3	<p>Student:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrates little to no understanding of the main idea of a text</b></li> <li>• <b>Requires teacher prompting to retell major details from a nonfiction text</b></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Requires prompting and support to identify the main idea of a text</li> <li>• <b>With teacher support,</b> retells major details from a nonfiction texts</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the main idea of a text or specific paragraph within a text <b>and supplies supporting details</b></li> <li>• Independently and consistently retells details within a nonfiction text</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Independently and consistently identifies the main idea of a text or specific paragraph within a text <b>and supplies supporting details with above level texts</b></li> <li>• Independently and consistently retells major details from an <b>above level nonfiction text</b> and organizes them by heading/topic</li> </ul>
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**3. Use text features to demonstrate understanding. (Standards: RI 4.3, 4. 5, 4.7)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>• Differences in text structures.</li> <li>• Reading a text closely to identify key details</li> </ul>	<p>With teacher prompting and support, student can:</p> <ul style="list-style-type: none"> <li>• Explain differences text structure and features</li> <li>• Read text closely to identify key details</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently, student can explain differences in text structures and features</li> <li>• Independently and consistently can read text closely to identify key details</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently, student explains differences in text structure and features by comparing and contrasting <b>on above level texts</b></li> <li>• Independently and consistently can read text closely to identify key details in <b>above grade level text.</b></li> </ul>
3	<p><b>With the support and prompting of teacher,</b> student</p>	<p>With teacher prompting and support, student can:</p>	<p>Independently and consistently student can:</p>	<ul style="list-style-type: none"> <li>• Independently and consistently student,</li> </ul>

	<p><b>demonstrates some understanding of:</b></p> <ul style="list-style-type: none"> <li>• <b>Text features to locate facts or information, make inferences and predictions on below grade level text</b></li> <li>• <b>With the support and prompting of teacher, can identify problem/solution and comparison text structure</b></li> <li>• Read text closely to identify key details</li> <li>• Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>• Use the text to support their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Explain differences in text structures and features</li> <li>• <b>With teacher prompting and support, can use text features to locate facts/information, make predictions and inferences</b></li> <li>• Read text closely to identify key details</li> <li>• Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>• Use the text to support their answers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explain differences in text structure</li> <li>• <b>Use a text features and structures to locate facts/information, make predictions and inferences</b></li> <li>• Read text closely to identify key details</li> <li>• Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>• Use the text to support their answers</li> </ul>	<p>explains differences in text structure and features by comparing and contrasting on <b>above level texts</b></p> <ul style="list-style-type: none"> <li>• Independently and consistently uses multiple text features and structures to make inferences and predictions in <b>above grade level texts.</b></li> <li>• Read text closely to identify key details</li> <li>• Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>• Use the text to support their answers</li> </ul>
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**Writing / Language**

**1. Acquires and uses grade-level academic content specific vocabulary (Standards: L 4. 4; RL4.4; RI4.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<p>Student is:</p> <ul style="list-style-type: none"> <li>• Unable to use vocabulary strategies to determine the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• With teacher support or prompting, student can use vocabulary strategies to determine the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently, student uses vocabulary strategies to determine the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently, student uses a variety of vocabulary strategies to determine the</li> </ul>

	<ul style="list-style-type: none"> <li>• Unable to read learned vocabulary in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Can read learned vocabulary accurately with limited or inconsistent understanding of the words</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently reads learned vocabulary accurately and understands the meaning of the words</li> </ul>	<p>meaning of higher level vocabulary words.</p> <ul style="list-style-type: none"> <li>• Independently and consistently reads learned vocabulary accurately and understands the meaning of higher level words.</li> <li>• Uses context clues to determine the meaning of new words.</li> </ul>
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**2. Draws evidence from texts to support analysis, reflection, and research (Standard: W 4.9)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	<p><b>With teacher support and prompting,</b> student writes a response to literature or informational text. Composes a topic sentences that supports the question asked. Cites and/or explains a few pieces evidence within the text that supports their analysis, reflection, or research. Produces a concluding statement that related to the information or explanation presented.</p>	<p><b>With teacher prompting,</b> student writes a response to literature or informational text. Composes a topic sentences that supports the question asked. Cites and explains evidence within the text that supports their analysis, reflection, or research. Produces a concluding statement that related to the information or explanation presented.</p>	<p><b>Student independently</b> writes a response to literature or informational text. Composes a topic sentences that supports the question asked. Cites and explains evidence within the text that supports their analysis, reflection, or research. Produces a concluding statement that related to the information or explanation presented.</p>	<p>Student independently and <b>consistently</b> writes a response to literature or informational (on above grade level text or a comparison of more than one piece of text). Composes a topic sentences that supports the question asked. Cites and explains evidence within the text (using direct quotes) that supports their analysis, reflection, or research. Produces a concluding statement that related to the information or explanation presented.</p>

**3. Understand and apply conventions of writing (Standards: L 4.1, L4.2)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
ALL	<ul style="list-style-type: none"> <li>• Student demonstrates little to no command of conventions of Standard English and spelling.</li> <li>• Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited command of conventions of Standard English and spelling at an appropriate level of complexity.</li> <li>• Errors in mechanics, grammar, usage, and/or spelling often impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates command of conventions of Standard English and spelling at an appropriate level of complexity.</li> <li>• There may be a few errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates full command of conventions of Standard English and spelling at above grade level of complexity.</li> <li>• There are no errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.</li> </ul>

**4. Develop and strengthen writing by planning, revising, and editing. (Standards: W 4. 5; W4.6)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
ALL	<ul style="list-style-type: none"> <li>• Student is unable to follow the steps in the writing process.</li> <li>• With teacher prompting and support (modeling, graphic organizers, conferences) student is unable to edit and revise own work.</li> </ul>	<ul style="list-style-type: none"> <li>• With teacher prompting and support, student follows the steps of the writing process.</li> <li>• Student produces published work with some errors. Does not incorporate some feedback from peers/teachers.</li> <li>• Student requires teacher prompting and support to edit and revise own work.</li> <li>• Student is unable to peer edit</li> </ul>	<p>Student:</p> <p>Follows steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teachers.</p> <ul style="list-style-type: none"> <li>• Begins to edit and revise own work.</li> <li>• Can contribute to peer editing</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Follows steps of the writing process. Produces published work with almost no errors. Effectively incorporates some feedback from peers/teachers.</li> <li>• Independently and consistently can edit and revise own work.</li> <li>• Contributes effectively with peers. Self and peer editing/revision is done at a more sophisticated level.</li> </ul>

**5. Publish a writing piece with the correct structure and characteristics of a particular genre. (Standards: W 4.1, W. 4.2, W.4.3, W.4.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1 Narrative	<b>With teacher support,</b> student writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>With teacher prompting,</b> student writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Organize an event sequence that unfolds naturally. Use a variety of descriptive and transitional words.	Student <b>independently</b> writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Organize an event sequence that unfolds naturally. Use dialogue and description to develop characters & a variety of descriptive and transitional words. Use concrete words/phrases as well as sensory details to convey experiences and events precisely	Student independently and <b>consistently</b> writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Organize an event sequence that unfolds naturally. Use dialogue and description to develop characters & a variety of descriptive and transitional words. Use concrete words/phrases as well as sensory details to convey experiences and events precisely. Provide a conclusion that states an underlying theme or follows naturally from the events.
2 Persuasive	<b>With teacher prompting and support,</b> student writes opinion pieces on topics or texts, supporting a point of view with a few reasons and information. Write a sentence to state an opinion. Provide a few reasons to support your	<b>With teacher support,</b> student writes opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion. Provide reasons supported by facts and details. Use	Student <b>independently</b> writes opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas	Student independently and <b>consistently</b> writes opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly by crafting a thesis statement. Create an organizational

	point. Use standard transitional words as well as a concluding statement related to opinion.	transitional words as well as a concluding statement related to opinion.	are grouped to support the writer’s purpose. Provide reasons supported by facts and details. Use transitional words and a concluding statement that is directly tied to the opinion statement	structure in which related ideas are grouped to support the writer’s purpose. Provide reasons supported by facts and details that are linked through a variety of transition words. Provide a concluding statement or section that related to the original thesis.
3 Informational	<b>With teacher prompting and support</b> , student writes informative/ explanatory texts to examine a topic & convey ideas and information clearly. Develop the topic with facts and other information & examples related to the topic. Uses transition words to link ideas.	<b>With teacher support</b> , student writes informative/explanatory texts to examine a topic & convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, or other information & examples related to the topic. Uses transition words to link ideas. Use precise language & domain-specific vocabulary & provide closure.	Student <b>independently</b> writes informative/explanatory texts to examine a topic & convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. Uses transition words to link ideas within categories. Use precise language & domain-specific vocabulary & provide closure.	Student independently and <b>consistently</b> writes informative/explanatory texts to examine a topic & convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. Uses transition words to link ideas within categories. Use precise language & domain-specific vocabulary & provide closure.

## Social Studies

### Trimester One

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>Government and Active Citizenship</b></p> <p><b>Road Trip Around New Jersey</b></p> <p><b>The Government and the Common Good</b></p> <p><b>Land of the Lenape</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources. Products of research are insightful, engaging, and advanced.</li> </ul>

**Standards Addressed:**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.



- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

**Grading Benchmarks – Grade Four Social Studies**

**Trimester Two**

<b>Topics</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<p><b>Social Responsibility in the Human Community</b></p> <p><b>Colonial New Jersey</b></p> <p><b>New Jersey &amp; the 20<sup>th</sup> Century</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources. Products of research are insightful, engaging, and advanced.</li> </ul>

**Standards Addressed:**

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

**Trimester Three**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>It's a Small World- Cultural Diversity</b></p> <p><b>Be the Change the World Needs</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources. Products of research are insightful, engaging, and advanced.</li> </ul>

**Standards Addressed:**

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

**Mathematics**

**Operations and Algebraic Thinking**

**1. Knows multiplication and division facts fluently (Standard: 4.OA.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
1	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>relate multiplication equations to multiplicative comparison</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>relates multiplication equations to multiplicative comparison</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>
2	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>relate multiplication equations to multiplicative comparison</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>relates multiplication equations to multiplicative comparison</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>
3	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>relate multiplication equations to multiplicative comparison</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>relates multiplication equations to multiplicative comparison</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>relating multiplication equations to multiplicative comparison</li> </ul>

**2. Understands factors and multiples (Standard: 4.OA.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>finding factor pairs</li> <li>recognizing that a whole number is a multiple of each of its factors</li> <li>determining whether one number is a multiple of another</li> <li>identifying prime or composite numbers</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>find factor pairs</li> <li>recognize that a whole number is a multiple of each of its factors</li> <li>determine whether one number is a multiple of another</li> <li>identify prime or composite numbers</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>finds factor pairs</li> <li>recognizes that a whole number is a multiple of each of its factors</li> <li>determines whether one number is a multiple of another</li> <li>identifies prime or composite numbers</li> </ul>	<p>Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>finding factor pairs</li> <li>recognizing that a whole number is a multiple of each of its factors</li> <li>determining whether one number is a multiple of another</li> <li>identifying prime or composite numbers</li> </ul>
3	N/A	N/A	N/A	N/A

**3. Generates and analyzes patterns (Standard: 4.OA.5)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>generating a number pattern that follows a given rule</li> <li>generating a shape pattern that follows a given rule</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>generate a number pattern that follows a given rule</li> <li>generate a shape pattern that follows a given rule</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>generates a number pattern that follows a given rule</li> <li>generates a shape pattern that follows a given rule</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p>



	<ul style="list-style-type: none"> <li>describing features of a pattern</li> </ul>	<ul style="list-style-type: none"> <li>describe features of a pattern</li> </ul>	<ul style="list-style-type: none"> <li>describes features of a pattern</li> </ul>	<ul style="list-style-type: none"> <li>generating a number pattern that follows a given rule</li> <li>generating a shape pattern that follows a given rule</li> <li>describing features of a pattern</li> </ul>
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**4. Uses the four operations to solve multistep word problems (Standards: 4.OA.2; 4.OA.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1			N/A	
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>distinguishing multiplicative comparisons from additive comparisons</li> <li>dividing to solve word problems involving multiplicative comparison</li> <li>solving multi-step word problems</li> <li>assessing the reasonableness of answers to multi-step word problems</li> <li>using algebraic equations to represent multi-step word problems</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>distinguish multiplicative comparisons from additive comparisons</li> <li>divide to solve word problems involving multiplicative comparison</li> <li>solve multi-step word problems</li> <li>assess the reasonableness of answers to multi-step word problems</li> <li>use algebraic equations to represent multi-step word problems</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>distinguishes multiplicative comparisons from additive comparisons</li> <li>divides to solve word problems involving multiplicative comparison</li> <li>solves multi-step word problems</li> <li>assesses the reasonableness of answers to multi-step word problems</li> <li>uses algebraic equations to represent multi-step word problems</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>distinguishing multiplicative comparisons from additive comparisons</li> <li>dividing to solve word problems involving multiplicative comparison</li> <li>solving multi-step word problems</li> <li>assessing the reasonableness of answers to multi-step word problems</li> <li>using algebraic equations to represent multi-step word problems</li> </ul>
3	N/A	N/A	N/A	N/A

**Number and Operations in Base Ten**

**1. Understands place value for multi-digit whole numbers (Standards: 4.NBT.1; 4.NBT.2; 4.NBT.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>• recognizing that a digit in one place represents ten times what it represents in the place to its right</li> <li>• reading and writing base-ten numerals for multi-digit numbers</li> <li>• reading and writing names for multi-digit numbers</li> <li>• using expanded form for multi-digit numbers</li> <li>• comparing two multi-digit numbers and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• rounding multi-digit whole numbers to any place</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>• recognize that a digit in one place represents ten times what it represents in the place to its right</li> <li>• read and write base-ten numerals for multi-digit numbers</li> <li>• read and write names for multi-digit numbers</li> <li>• use expanded form for multi-digit numbers</li> <li>• compare two multi-digit numbers and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• round multi-digit whole numbers to any place</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• recognizes that a digit in one place represents ten times what it represents in the place to its right</li> <li>• reads and writes base-ten numerals for multi-digit numbers</li> <li>• reads and writes names for multi-digit numbers</li> <li>• uses expanded form for multi-digit numbers</li> <li>• compares two multi-digit numbers and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• rounds multi-digit whole numbers to any place</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• recognizing that a digit in one place represents ten times what it represents in the place to its right</li> <li>• reading and writing base-ten numerals for multi-digit numbers</li> <li>• reading and writing names for multi-digit numbers</li> <li>• using expanded form for multi-digit numbers</li> <li>• comparing two multi-digit numbers and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> <li>• rounding multi-digit whole numbers to any place</li> </ul>
2	N/A	N/A	N/A	N/A

N/A	N/A	N/A	N/A	N/A
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**2. Adds and subtracts multi-digit whole numbers fluently (Standard: 4.NBT.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>fluently adding multi-digit whole numbers using the standard algorithm</li> <li>fluently subtracting multi-digit whole numbers using the standard algorithm</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>fluently add multi-digit whole numbers using the standard algorithm</li> <li>fluently subtract multi-digit whole numbers using the standard algorithm</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>adds multi-digit whole numbers using the standard algorithm with fluency</li> <li>subtracts multi-digit whole numbers using the standard algorithm with fluency</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>fluently adding multi-digit whole numbers using the standard algorithm</li> <li>fluently subtracting multi-digit whole numbers using the standard algorithm</li> </ul>
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A

**3. Uses place value understanding and properties of operations to perform multi digit multiplication and division with whole numbers, (Standards: 4.NBT.5; 4.NBT.6 )**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>multiplying up to a four-digit number by a one-digit number</li> <li>multiplying two two-digit numbers</li> <li>modeling multi-digit multiplication</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>multiply up to a four-digit number by a one-digit number</li> <li>multiply two two-digit numbers</li> <li>model multi-digit multiplication</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>multiplies up to a four-digit number by a one-digit number</li> <li>multiplies two two-digit numbers</li> <li>models multi-digit multiplication</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>multiplying up to a four-digit number by a one-digit number</li> </ul>

				<ul style="list-style-type: none"> <li>• multiplying two two-digit numbers</li> <li>• modeling multi-digit multiplication</li> </ul>
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>• dividing up to four digit dividends by 1-digit divisors</li> <li>• modeling division of up to four-digit dividends by one-digit divisors</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>• divide up to four digit dividends by 1-digit divisors</li> <li>• model division of up to four-digit dividends by one-digit divisors</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• divides up to four digit dividends by 1-digit divisors</li> <li>• models division of up to four-digit dividends by one-digit divisors</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• dividing up to four digit dividends by 1-digit divisors modeling division of up to four-digit dividends by one-digit divisors</li> </ul>
3	N/A	N/A	N/A	N/A

**Number and Operations – Fractions**

**1. Extend understanding of fraction equivalence Understands fraction equivalents; Compares and orders fractions (Standards: 4.NF.1; 4.NF.2)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>explaining why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math></li> <li>recognizing and generating equivalent fractions</li> <li>compares two fractions with different numerators and different denominators and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math></li> <li>recognize and generate equivalent fractions</li> <li>compares two fractions with different numerators and different denominators and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>explains why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with different numerators and different denominators and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>explaining why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math></li> <li>recognizing and generating equivalent fractions</li> <li>compares two fractions with different numerators and different denominators and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>
3	N/A	N/A	N/A	N/A

**2. Adds and subtracts fractions with like denominators / multiply fractions by whole numbers (Standards: 4.NF.3; 4.NF.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of:	Student requires teacher prompting and support to:	Student consistently and independently:	“Meets Standards” and independently challenges him/herself, and makes

	<ul style="list-style-type: none"> <li>understands a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math></li> <li>interprets addition and subtraction of fractions</li> <li>decomposes fractions</li> <li>adds &amp; subtracts mixed numbers with like denominators</li> <li>solves word problems involving addition &amp; subtraction of fractions with like denominators</li> <li>multiplies a fraction by a whole number</li> <li>understands a fraction <math>a/b</math> as a multiple of <math>1/b</math></li> <li>understands that <math>n \times (a/b) = (n \times a)/b</math></li> </ul> <p>solves word problems involving multiplication of a fraction by a</p>	<ul style="list-style-type: none"> <li>understands a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math></li> <li>interprets addition and subtraction of fractions</li> <li>decomposes fractions</li> <li>adds &amp; subtracts mixed numbers with like denominators</li> <li>solves word problems involving addition &amp; subtraction of fractions with like denominators</li> <li>multiplies a fraction by a whole number</li> <li>understands a fraction <math>a/b</math> as a multiple of <math>1/b</math></li> <li>understands that <math>n \times (a/b) = (n \times a)/b</math></li> </ul> <p>solves word problems involving multiplication of a fraction by a</p>	<ul style="list-style-type: none"> <li>understands a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math></li> <li>interprets addition and subtraction of fractions</li> <li>decomposes fractions</li> <li>adds &amp; subtracts mixed numbers with like denominators</li> <li>solves word problems involving addition &amp; subtraction of fractions with like denominators</li> <li>multiplies a fraction by a whole number</li> <li>understands a fraction <math>a/b</math> as a multiple of <math>1/b</math></li> <li>understands that <math>n \times (a/b) = (n \times a)/b</math></li> <li>solves word problems involving multiplication of a fraction by a whole number</li> </ul>	<p>insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>understands a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math></li> <li>interprets addition and subtraction of fractions</li> <li>decomposes fractions</li> <li>adds &amp; subtracts mixed numbers with like denominators</li> <li>solves word problems involving addition &amp; subtraction of fractions with like denominators</li> <li>multiplies a fraction by a whole number</li> <li>understands a fraction <math>a/b</math> as a multiple of <math>1/b</math></li> <li>understands that <math>n \times (a/b) = (n \times a)/b</math></li> </ul> <p>solves word problems involving multiplication of a fraction by a</p>
3	N/A	N/A	N/A	N/A

**3. Understands the relationship between fractions and decimals (Standards: 4.NF.5; 4.NF.6; 4.NF.7).**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of:	Student requires teacher prompting and support to:	Student consistently and independently:	“Meets Standards” and independently challenges

	<ul style="list-style-type: none"> <li>expressing a fraction with denominator 10 as an equivalent fraction with denominator 100</li> <li>using equivalent fractions to add two fractions with respective denominators of 10 and 100</li> <li>little or no understanding of using decimal notation for fractions with denominators 10 or 100</li> <li>using decimal notation to describe length</li> <li>showing decimals on a number line</li> <li>comparing two decimals to hundredths and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	<ul style="list-style-type: none"> <li>express a fraction with denominator 10 as an equivalent fraction with denominator 100</li> <li>use equivalent fractions to add two fractions with respective denominators of 10 and 100</li> <li>use decimal notation for fractions with denominators 10 or 100</li> <li>use decimal notation to describe length</li> <li>show decimals on a number line</li> <li>compare two decimals to hundredths and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	<ul style="list-style-type: none"> <li>expresses a fraction with denominator 10 as an equivalent fraction with denominator 100</li> <li>uses equivalent fractions to add two fractions with respective denominators of 10 and 100</li> <li>uses decimal notation for fractions with denominators 10 or 100</li> <li>uses decimal notation to describe length</li> <li>shows decimals on a number line</li> <li>compares two decimals to hundredths and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>	<p>him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>expressing a fraction with denominator 10 as an equivalent fraction with denominator 100</li> <li>using equivalent fractions to add two fractions with respective denominators of 10 and 100</li> <li>using decimal notation for fractions with denominators 10 or 100</li> <li>using decimal notation to describe length</li> <li>showing decimals on a number line</li> <li>comparing two decimals to hundredths and use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></li> </ul>
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**Measurement and Data**

**1. Converts units of measures (Standard: 4.MD.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A

2	N/A	N/A	N/A	N/A
3	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>relative sizes of measurement units within one system of units</li> <li>relative sizes of units of length</li> <li>relative sizes of units of mass</li> <li>relative sizes of units of weight</li> <li>relative sizes of units of liquid volume</li> <li>relative sizes of units of time</li> <li>converting from larger units to smaller units</li> <li>making a table of measurement equivalents</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>know relative sizes of measurement units within one system of units</li> <li>know relative sizes of units of length</li> <li>know relative sizes of units of mass</li> <li>know relative sizes of units of weight</li> <li>know relative sizes of units of liquid volume</li> <li>know relative sizes of units of time</li> <li>convert from larger units to smaller units</li> <li>make a table of measurement equivalents</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>knows relative sizes of measurement units within one system of units</li> <li>knows relative sizes of units of length</li> <li>knows relative sizes of units of mass</li> <li>knows relative sizes of units of weight</li> <li>knows relative sizes of units of liquid volume</li> <li>knows relative sizes of units of time</li> <li>converts from larger units to smaller units</li> <li>makes a table of measurement equivalents</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>knowing relative sizes of measurement units within one system of units</li> <li>knowing relative sizes of units of length</li> <li>knowing relative sizes of units of mass</li> <li>knowing relative sizes of units of weight</li> <li>knowing relative sizes of units of liquid volume</li> <li>knowing relative sizes of units of time</li> <li>converting from larger units to smaller units</li> <li>making a table of measurement equivalents</li> </ul>

**2. Solves problems involving measurement (Standards: 4.MD.2; 4.MD.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	<p>Student demonstrates little or no understanding of:</p>	<p>Student requires teacher prompting and support to:</p>	<p>Student consistently and independently:</p>	<p>“Meets Standards” and independently challenges</p>



	<ul style="list-style-type: none"> <li>• solving word problems involving distances</li> <li>• solving word problems involving intervals of time</li> <li>• solving word problems involving liquid volumes</li> <li>• solving word problems involving masses of objects</li> <li>• solving word problems involving money</li> <li>• using the four operations to solve measurement word problems involving simple fractions</li> <li>• representing measurement quantities on number line diagrams</li> <li>• using the area formula for rectangles</li> <li>• using the perimeter formula for rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• solve word problems involving distances</li> <li>• solve word problems involving intervals of time</li> <li>• solve word problems involving liquid volumes</li> <li>• solve word problems involving masses of objects</li> <li>• solve word problems involving money</li> <li>• use the four operations to solve measurement word problems involving simple fractions</li> <li>• represent measurement quantities on number line diagrams</li> <li>• use the area formula for rectangles</li> <li>• use the perimeter formula for rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• solves word problems involving distances</li> <li>• solves word problems involving intervals of time</li> <li>• solves word problems involving liquid volumes</li> <li>• solves word problems involving masses of objects</li> <li>• solves word problems involving money</li> <li>• uses the four operations to solve measurement word problems involving simple fractions</li> <li>• represents measurement quantities on number line diagrams</li> <li>• uses the area formula for rectangles</li> <li>• uses the perimeter formula for rectangles</li> </ul>	<p>him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• solving word problems involving distances</li> <li>• solving word problems involving intervals of time</li> <li>• solving word problems involving liquid volumes</li> <li>• solving word problems involving masses of objects</li> <li>• solving word problems involving money</li> <li>• using the four operations to solve measurement word problems involving simple fractions</li> <li>• representing measurement quantities on number line diagrams</li> <li>• using the area formula for rectangles</li> <li>• using the perimeter formula for rectangles</li> </ul>
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**3. Represents data and interprets (Standard: 4.MD.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of:	Student requires teacher prompting and support to:	Student consistently and independently:	“Meets Standards” and independently challenges

	<ul style="list-style-type: none"> <li>• solving problems involving addition and subtraction of fractions by using measurement data in line plots</li> <li>• making a line plot to display measurements involving halves, fourths, eighths of a unit</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving addition and subtraction of fractions by using measurement data in line plots</li> <li>• make a line plot to display measurements involving halves, fourths, eighths of a unit</li> </ul>	<ul style="list-style-type: none"> <li>• solves problems involving addition and subtraction of fractions by using measurement data in line plots</li> <li>• makes a line plot to display measurements involving halves, fourths, eighths of a unit</li> </ul>	<p>him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• solving problems involving addition and subtraction of fractions by using measurement data in line plots</li> <li>• making a line plot to display measurements involving halves, fourths, eighths of a unit</li> </ul>
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**4. Understands concept of angles and can measure angles (Standards: 4.MD.5; 4.MD.6; 4.MD.7)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> <li>• how angles are formed</li> <li>• concepts of angle measurement</li> <li>• relating angle measurement in degrees to circles</li> <li>• relating one-degree angles to <math>n</math>-degree angles</li> <li>• measuring angles using a protractor</li> <li>• sketching angles of specified measure</li> </ul>	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> <li>• understand how angles are formed</li> <li>• understand concepts of angle measurement</li> <li>• relate angle measurement in degrees to circles</li> <li>• relate one-degree angles to <math>n</math>-degree angles</li> <li>• measure angles using a protractor</li> <li>• sketch angles of specified measure</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• understands how angles are formed</li> <li>• understands concepts of angle measurement</li> <li>• relates angle measurement in degrees to circles</li> <li>• relates one-degree angles to <math>n</math>-degree angles measures angles using a protractor</li> <li>• sketch angles of specified measure</li> <li>• recognizes angle measure as additive</li> </ul>	<p>“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• understanding how angles are formed</li> <li>• understanding concepts of angle measurement</li> <li>• relating angle measurement in degrees to circles</li> <li>• relating one-degree angles to <math>n</math>-degree angles</li> <li>• measuring angles using a protractor</li> </ul>

	<ul style="list-style-type: none"> <li>recognizes angle measure as additive</li> <li>solves addition and subtraction problems to find unknown angles on a diagram</li> </ul>	<ul style="list-style-type: none"> <li>recognizes angle measure as additive</li> <li>solves addition and subtraction problems to find unknown angles on a diagram</li> </ul>	<ul style="list-style-type: none"> <li>solves addition and subtraction problems to find unknown angles on a diagram</li> </ul>	<ul style="list-style-type: none"> <li>sketching angles of specified measure</li> <li>recognizes angle measure as additive                             <ul style="list-style-type: none"> <li>solves addition and subtraction problems to find unknown angles on a diagram</li> </ul> </li> </ul>
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**Geometry**

**1. Draws and identifies lines and angles / Classifies shapes based on lines and angles (Standards: 4.G.1; 4.G.2; 4.G.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> <li>drawing and identifying points, lines, line segments, and rays</li> <li>drawing and identifying parallel and perpendicular lines</li> <li>drawing and identifying angles</li> </ul>	Student requires teacher prompting and support to: <ul style="list-style-type: none"> <li>draw and identify points, lines, line segments, and rays</li> <li>draw and identify parallel and perpendicular lines</li> <li>draw and identify angles</li> <li>draw and identify right, acute, and obtuse angles</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>draws and identifies points, lines, line segments, and rays</li> <li>draws and identifies parallel and perpendicular lines</li> <li>draws and identifies angles</li> </ul>	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> <li>drawing and identifying points, lines, line segments, and rays</li> </ul>

	<ul style="list-style-type: none"> <li>• drawing and identifying right, acute, and obtuse angles</li> <li>• uses parallel or perpendicular lines to classify figures</li> <li>• uses angle measure to classify figures</li> <li>• categorizes and identifies right triangles</li> <li>• understands, identifies, and draws lines symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• uses parallel or perpendicular lines to classify figures</li> <li>• uses angle measure to classify figures</li> <li>• categorizes and identifies right triangle</li> <li>• understands, identifies, and draws lines symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• draws and identifies right, acute, and obtuse angles</li> <li>• uses parallel or perpendicular lines to classify figures</li> <li>• uses angle measure to classify figures</li> <li>• categorizes and identifies right triangles</li> <li>• understands, identifies, and draws lines symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• drawing and identifying parallel and perpendicular lines</li> <li>• drawing and identifying angles</li> <li>• drawing and identifying right, acute, and obtuse angle</li> <li>• uses parallel or perpendicular lines to classify figures</li> <li>• uses angle measure to classify figures</li> <li>• categorizes and identifies right triangles</li> <li>• understands, identifies, and draws lines symmetry</li> </ul>
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**Mathematical Practices**

**1. Makes sense of problems and perseveres in solving them**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	When given a problem, student is unable to: <ul style="list-style-type: none"> <li>• Make a plan to solve it</li> </ul>	When given a problem, student, with prompting and support, is sometimes able to:	When given a problem, student is consistently able to: <ul style="list-style-type: none"> <li>• make a plan to solve it</li> </ul>	When given a problem, student is consistently and independently able to:

<ul style="list-style-type: none"> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> </ul>	<ul style="list-style-type: none"> <li>• make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> </ul>	<ul style="list-style-type: none"> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> </ul>	<ul style="list-style-type: none"> <li>• make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> <li>• suggest at least one other way to solve the problem</li> </ul>
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**2. Reasons abstractly and quantitatively**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	Student is unable or rarely able to: <ul style="list-style-type: none"> <li>• select effective strategy</li> <li>• identify appropriate operations</li> <li>• mathematically compute the correct answer</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>• selects effective strategy</li> <li>• identifies appropriate operations</li> <li>• mathematically computes the correct answer</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• selects effective strategy</li> <li>• identifies appropriate operations</li> <li>• mathematically computes the correct answer</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• interprets the task and applies appropriate operations</li> <li>• computes accurately on more complex problems</li> <li>• makes connections to other mathematical ideas or contexts</li> </ul>

**3. Constructs viable mathematical arguments**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	Student is unable or rarely able to: <ul style="list-style-type: none"> <li>• communicate mathematical thinking with accurate vocabulary</li> </ul>	Student sometimes but not consistently: <ul style="list-style-type: none"> <li>• communicates all mathematical thinking with accurate vocabulary</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• communicates all mathematical thinking with accurate vocabulary</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• communicates all mathematical thinking precisely and with accurate vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>communicate logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<ul style="list-style-type: none"> <li>communicates logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<ul style="list-style-type: none"> <li>communicates logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<ul style="list-style-type: none"> <li>communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>
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**Models with mathematics**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	Student is unable or rarely able to: <ul style="list-style-type: none"> <li>use representations that are effective</li> <li>use appropriate representations that are complete</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>uses representations that are effective</li> <li>uses appropriate representations that are complete</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses representations that are effective</li> <li>uses appropriate representations that are complete</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses representations that are both elegant and insightful</li> <li>uses appropriate representations on more complex problems</li> </ul>

**Science**

Trimester One

<b>Topics</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Changing Earth	<ul style="list-style-type: none"> <li>Student has not demonstrated an adequate understanding of the content and is still</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills independently.</li> </ul>	<ul style="list-style-type: none"> <li>Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made</li> </ul>

	<p>developing the required skills.</p> <ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation</li> </ul>	<p>connections to the content in unexpected or non-routine ways.</p> <ul style="list-style-type: none"> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student’s ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>
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Trimester Two

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p>Energy</p> <p>Waves and Information</p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student’s ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>

Trimester Three

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p>Earth and Human Activity</p> <p>From Molecules to Organisms: Structures and Processes</p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student’s ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>





### Science Inquiry and Engineering – All Trimesters

Needs Support	Approaching Standard	Meets Standard	Exceeds Standard
<p>Student is unable, even with prompting to:</p> <ul style="list-style-type: none"> <li>• Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>• Construct arguments which support scientific concepts based on evidence</li> <li>• Apply scientific concepts to real world scenarios</li> <li>• Contribute to class discussions and activities.</li> </ul>	<p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> <li>• Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>• Construct arguments which support scientific concepts based on evidence</li> <li>• Apply scientific concepts to real world scenarios</li> <li>• Contribute to class discussions and activities.</li> </ul>	<p>Student is able to consistently:</p> <ul style="list-style-type: none"> <li>• Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>• Construct arguments which support scientific concepts based on evidence</li> <li>• Apply scientific concepts to real world scenarios</li> <li>• Contribute to class discussions and activities.</li> </ul>	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>• Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>• Constructing arguments which support scientific concepts based on evidence</li> <li>• Applying scientific concepts to real world scenarios</li> <li>• Contributing to class discussions and activities.</li> </ul>

**Music**

**1. Demonstrates Understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is not able to: <ul style="list-style-type: none"> <li>• Decode, perform, and create melodic patterns and songs</li> <li>• Decode, perform and create rhythms</li> <li>• Use appropriate musical expressive qualities</li> </ul>	Student is beginning to: <ul style="list-style-type: none"> <li>• Decode, perform, and create melodic patterns and songs</li> <li>• Decode, perform and create rhythms</li> <li>• Use appropriate musical expressive qualities</li> </ul>	Student meets the following standards with frequent accuracy: <ul style="list-style-type: none"> <li>• Decodes, performs, and creates melodic patterns and songs</li> <li>• Decodes, performs, and creates rhythms</li> <li>• Uses appropriate musical expressive qualities</li> </ul>	Student meets the following standards with consistent accuracy: <ul style="list-style-type: none"> <li>• Decodes, performs, and creates melodic patterns and songs</li> <li>• Decodes, performs, and creates rhythms</li> <li>• Uses appropriate musical expressive qualities</li> </ul>

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Is prepared for class</li> </ul>

**Physical Education/Health**

**1. Demonstrates competency in movement skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Demonstrates proficiency in the following areas: <ul style="list-style-type: none"> <li>• Safety</li> <li>• Wellness</li> <li>• Participate with skill in a variety of activities.</li> <li>• Selection of appropriate strategies to accomplish activities</li> <li>• Knows when, why, and how to use strategies and tactics within a game.</li> <li>• Knows the components of fitness and how these relate to overall fitness status.</li> </ul>	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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<b>All</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>
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**Art**

**1. Demonstrates Understanding of skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Demonstrates Proficiency in the following: <ul style="list-style-type: none"> <li>• Basic elements of art</li> <li>• Principals of design</li> <li>• Understanding cultural influences</li> <li>• Control of the media being used</li> <li>• Plans, creates, critiques and revises pieces of artwork</li> <li>• Demonstrates original ideas.</li> </ul>	Student consistently and independently demonstrates understanding in the following areas: <ul style="list-style-type: none"> <li>• Basic elements of art</li> <li>• Principals of design</li> <li>• Understanding cultural influences</li> <li>• Control of the media being used</li> <li>• Plans, creates, critiques and revises pieces of artwork</li> <li>• Demonstrates original ideas.</li> </ul>

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> </ul>

			<ul style="list-style-type: none"> <li>Engages in activities</li> <li>Is prepared for class</li> </ul>	<ul style="list-style-type: none"> <li>Displays enthusiasm</li> <li>Displays leadership abilities</li> </ul>
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**Technology**

**1. Demonstrates Understanding of skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student rarely meets expectations at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes meets expectations listed at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding and application of various technology programs and the processing skills within them</li> <li>Navigates the internet in order to collect and organize accurate and appropriate information to solve problems</li> <li>Creates and designs multimedia to support presentations.</li> <li>Student can name ways to use the internet safely.</li> <li>Student can touch type, uses desktop publishing programs, databases and virtual environments.</li> </ul>	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>Thinks critically about the selection and application of software programs across disciplines</li> <li>Efficiently searches and critically evaluates web resources for accurate and appropriate information to solve problems</li> <li>Incorporates new ideas to design sophisticated yet effective multimedia presentations (e.g. animations, video, sound)</li> </ul>

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	<p>Student usually:</p> <ul style="list-style-type: none"> <li>Listens in class</li> <li>Focuses on a given task</li> <li>Respects rules, routines, and procedures</li> <li>Participates in activities</li> <li>Engages in activities</li> <li>Is prepared for class</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>Listens in class</li> <li>Focuses on a given task</li> <li>Respects rules, routines and procedures</li> <li>Is prepared for class</li> <li>Displays enthusiasm</li> <li>Displays leadership abilities</li> </ul>

**World Language**

**1. Demonstrates Understanding of skills & concepts**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student rarely meets expectations at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes meets expectations listed at benchmark level.</li> </ul>	<p>Student meets the following standards with frequent accuracy:</p> <ul style="list-style-type: none"> <li>• Recognizes familiar spoken and written words and phrases related to target themes</li> <li>• Matches vocabulary orally and in writing with pictures</li> <li>• Follows simple directions and commands in target language</li> <li>• Orally exchanges basic information in conversation</li> <li>• Expresses self through the use of culturally relevant gestures</li> <li>• Understands and interprets spoken language directly related to themes presented</li> <li>• Participates in activities</li> </ul>	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>• Recognizes familiar spoken and written words and phrases related to target themes</li> <li>• Matches vocabulary orally and in writing with pictures</li> <li>• Follows simple directions and commands in target language</li> <li>• Orally exchanges basic information in conversation</li> <li>• Expresses self through the use of culturally relevant gestures</li> <li>• Understands and interprets spoken language directly related to themes presented</li> <li>• Participates in activities</li> </ul>

**2. Participates with effort, cooperates, follows directions**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>ALL</b>	<p>Student rarely meets expectations at benchmark level.</p>	<p>Student sometimes meets expectations listed at benchmark level.</p>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>