

## Grade 4 English Proficiency Scales

I can correct errors and use grade-appropriate language and grammar.

Reporting Category: Eng 4.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I <b>can</b> use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>B. I <b>can</b> form and use the progressive (e.g., I was walking; I am walking, I will be walking) verb tenses.</p> <p>C. I <b>can</b> form and use prepositional phrases.</p> <p>D. I <b>can</b> correctly use frequently confused words (e.g., too, two,; there, their, they're).</p> <p>E. I <b>can</b> use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>F. I <b>can</b> order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>G. I <b>can</b> produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>H. I <b>can</b> ensure subject-verb and pronoun-antecedent agreement.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>relative pronouns, relative adverbs</i></p> <p>A. I can perform basic processes such as: - Use a relative pronoun and adverb correctly.</p> <p>B. I can recognize or recall academic vocabulary including: <i>progressive verb tenses</i></p> <p>B. I can perform basic processes such as: - Demonstrate by writing and using progressive verb tenses correctly.</p> <p>C. I can recognize or recall academic vocabulary including frequently confused words.</p> <p>C. I can perform basic processes such as: - Correctly use frequently confused words (e.g., <i>to, too, two, there, their</i>) adjectives.</p> <p>D. I can recognize or recall academic vocabulary including: <i>modal auxiliaries</i></p> <p>D. I can perform basic processes such as: - Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>E. I can recognize or recall academic vocabulary including: <i>prepositional phrases, prepositions</i></p> <p>E. I can perform basic processes such as: - Form and use prepositional phrases.</p> <p>F. I can recognize or recall academic vocabulary including: <i>adjectives</i></p> <p>F. I can perform basic processes such as: - Demonstrate the order of adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>G. I can recognize or recall academic vocabulary including: <i>complete sentences, run-ons, fragments</i></p> <p>G. I can perform basic processes such as: - Produce complete sentences, recognizing and correcting inappropriate, fragments and run-ons. - Produce simple, compound and complex sentences.</p> <p>H. I can recognize or recall academic vocabulary including: <i>subject, pronoun, antecedent, agreement</i></p> <p>H. I can perform basic processes such as: - Match subject and pronoun with corresponding verb and antecedent and vice versa.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 English Proficiency Scales

I can edit and correct errors and use grade-appropriate mechanics.

Reporting Category: Eng 4.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> demonstrate command of the conventions of standard English for capitalization, punctuation, and spelling when writing.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>capitalization, commas, quotations, conjunction, spelling</i></p> <p>A. I can perform basic processes such as</p> <ul style="list-style-type: none"> <li>- Use correct capitalization.</li> <li>- Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>- Use a comma before a coordinating conjunction in a compound sentence.</li> <li>- Spell grade-appropriate words correctly, consulting references as needed</li> <li>- Use previously learned mechanics from prior grade levels.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 English Proficiency Scales

I can write for a range of tasks, purposes, and audiences.

Reporting Category: Eng 4.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. <b>I can</b> introduce the topic and organize my writing.</p> <p>B. <b>I can</b> provide reasons, develop my topic, and use narrative techniques.</p> <p>C. <b>I can</b> use transitional words and phrases and link ideas and events.</p> <p>D. <b>I can</b> use words, phrases, and vocabulary to convey information.</p> <p>E. <b>I can</b> provide a conclusion statement or section about my writing</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>topic, organize, audience, purpose, task, informative, opinion, narrative</i></p> <p>A. I can perform basic processes such as:                      - Write a topic sentence.                      - Write an introduction paragraph that explains the purpose of the essay.                      - Answer prompt and stay on task.                      - Group thoughts in a logical way.                      - Make use of organizers.                      - Use paragraph structure.</p> <p>B. I can recognize or recall academic vocabulary including: <i>claim, opinion, details, explain</i></p> <p>B. I can perform basic processes such as                      - Give reasons or examples that match the topic.                      - Explain ideas clearly.                      - Make use of dialogue if/when appropriate.</p> <p>C. I can recognize or recall academic vocabulary including: <i>transitions, phrases</i></p> <p>C. I can perform basic processes such as                      - Use transitions and organizational phrases in the introduction.                      - Use transitions and organizational phrases to separate ideas and examples.                      - Use transitions and organizational phrases in the conclusion.</p> <p>D. I can recognize or recall academic vocabulary including: <i>precise, specific, describe, vocabulary</i></p> <p>D. I can perform basic processes such as:                      - Use descriptive words and phrases (adjectives, similes, metaphors, comparisons).                      - Use sensory details if/when appropriate.</p> <p>E. I can recognize or recall academic vocabulary including: <i>restate, conclusion, summarize</i></p> <p>E. I can perform basic processes such as:                      - Write a wrap-up paragraph that restates the content of the essay.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 4 English Proficiency Scales

I can spell grade-level words correctly.

Reporting Category: Eng 4.3.1

Exceeds Standard	4	A. <b>I can</b> spell grade-appropriate words and apply patterns to new words consistently and accurately.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. <b>I can</b> spell grade-appropriate words correctly consistently and apply patterns to new words occasionally.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. <b>I can</b> spell grade-appropriate words correctly with partial success and apply patterns to new words with partial success.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	A. I have little to no success spelling grade-appropriate words correctly and applying patterns to new words.