Grading Benchmarks - Grade 4

Language Arts Literacy

Foundational Reading

Reads grade level text with accuracy, fluency, and comprehension [L.RF4.3, L.RF.4.4a,b,c]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	**(Below F&P Instructional Level P)** *Reads slowly and inaccurately with little or no expression. *Unable to apply learned reading strategies *Demonstrates little or no understanding or story structure; limited or no ability to recount stories *Demonstrates little or no understanding of what has been read.	**(F&P Instructional Level P)** *Reads some words accurately with some expression with below level texts. May not heed punctuation. *With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text *Requires teacher prompting and support to recount stories *Requires teacher prompting and support to ask/answer questions concerning key details in fiction text.	**(F&P Instructional Level Q** *Independently and consistently reads most words accurately, with high fluency and expression, on grade level. *Independently and consistently applies learned reading strategies to a variety of texts *Independently and consistently retells stories and describes overall structure of the story including beginning, middle and end	**(F&P Instructional Level R)** *Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation *Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level *Independently and consistently retells stories with above grade level texts and describes overall structure of the story including beginning, middle and end. *Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text.
2	**(Below F&P Instructional Level Q)** *Reads some words accurately with some expression with below grade level texts. May not heed punctuation. *Unable to apply learned reading strategies *Demonstrates little or no understanding or story structure; limited or no ability to recount stories *Requires teacher prompting and support to recount stories *Unable to ask or answer questions, either literal or inferential, concerning	**(F&P Instructional Level Q** *Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. *With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text *Independently and consistently retells stories including beginning, middle and end	**(F&P Instructional Level R)** *Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. *Independently and consistently applies learned reading strategies to a variety of texts *Independently and consistently retells stories and describes overall structure of the story including beginning, middle and end *Independently and consistently	**(F&P Instructional Level S)** *Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. *Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level *Independently and consistently retells stories with above grade level texts and describes overall structure of the story including

	key details in a text. *Makes a few relevant predictions or inferences *Does not find or use text clues to identify implied ideas and information	*Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. *Finds some text based clues, makes some relevant connections and predictions *Applies some inferential thinking but may need support	asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	beginning, middle and end. *Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. *Cites specific support to assist in interpretation of the higher level question with increasing depth.
3	**(Below F&P Instructional Level R)** *****Reads some words accurately with some expression with below grade level texts. May not heed punctuation. *Unable to apply learned reading strategies *Requires teacher prompting *Demonstrates weak understanding of fictional texts *May be able to ask/answer literal questions but needs more prompting and support for inferential *Makes a few relevant predictions or inferences *Does not find or use text clues to identify implied ideas and information.	**(F&P Instructional Level R)** *Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. *With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text *Independently and consistently retells stories including beginning, middle and end *Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. *Finds some text based clues, makes some relevant connections, predictions and inferences. *Asks/answers literal questions *Applies some inferential thinking using text based clues	·**(F&P Instructional Level S)** *Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. *Independently and consistently applies learned reading strategies to a variety of texts *Independently and consistently retells stories including beginning, middle and end *Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	**(F&P Instructional Level T)** *****Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. *Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level *Independently and consistently retells stories with above grade level texts including beginning, middle and end. *Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. *Cites specific support to assist in interpretation of the higher level question with increasing depth.

Reading Domain: Literature

Summarizes and identifies the theme of a text by citing details /examples to support thinking. [RL.CR.4.1, RL.CI.4.2]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	**With prompting, support, and scaffolding...** *Is unable to identify theme or central idea of a text. *Unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Cannot summarizes the text with clear details *Does not find or use text clues to identify implied theme or central idea	**With prompting and support...** *Identify the theme of a text *Attempts to summarize the text but is missing some key story elements *May be able to ask/answer literal questions but needs more prompting and support to identify theme	**Independently and consistently** *Identifies the theme of a story *Summarizes the text with clear details pertaining to overall story structure	**Independently and consistently, with above level complexity...** *Identifies the theme of a story with above level texts. *Summarizes the text including all key elements of the story structure *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing messages in above grade level text. *Cites specific support to assist in interpretation of the higher-level questions with increasing depth.
2	**With prompting, support, and scaffolding...** *Demonstrates little to no understanding of the theme of a text *Cannot summarizes the text with clear details *Missing most components of the story structure	**With prompting and support...** *Identify theme of a text *Attempts to summarizes the text but is missing some key story elements *Applies some inferential thinking but may need support to identify theme or central idea	**Independently and consistently** *Identifies the theme of a story *Summarizes the text with clear details pertaining to overall story structure *Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain ideas in the text.	**Independently and consistently, with above level complexity...** *Identifies the theme of a story with above level texts. *Summarizes the text including all key elements of the story structure *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing messages in above grade level text. *Cites specific support to assist in interpretation of the higher-level questions with increasing depth.
3	**With prompting, support, and scaffolding...** *Demonstrates little to no understanding of the theme of a text	**With prompting and support...** *Identify the theme of a text *Finds some text-based clues, makes some relevant connections to theme	**Independently and consistently...** *Identifies the theme of a story and supplies supporting details *Asks/answers literal and inferential	**Independently and consistently with above level complexity...** *Identifies the theme of a story and supplies supporting details above

	*Makes a few relevant inferences *Does not find or use text clues to identify message *Cannot summarize the text in a logical order with key story structure	or message *Applies some inferential thinking using text based clues to generate theme *Summarizes the text but struggles with order and sequence to develop a concise summary	questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain theme or central ideas in the text. *Cites specific support to assist in interpretation of the text. *Summarizes the text with clear details in order with transition words	level texts. *Asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing themes or central ideas in above grade level text. *Summarize the text with clear details *Uses transition words to add in the flow of the summary

Analyzes genres, points of view, and story elements by citing details/examples to support my thinking. [RL.CR.4.1; RL.IT.4.3RL.TS.4.4 ; RL.PP.4.5]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**With prompting, support, and scaffolding...** *Unable to identify key story elements including genre, point of view, character, setting and plot events •Demonstrates little or no understanding of what has been read. • Unable to ask or answer questions, either literal or inferential, concerning key details in a text. • Makes few minor or unrelated predictions or inferences • Does not find or use text clues to identify implied ideas and information.	**With prompting and support....** *Identifies key story elements including genre, point of view, character, setting, and plot events * Finds some text-based clues, makes some relevant connections and predictions *May be able to ask/answer literal questions but needs more prompting and support for inferential	**Independently and consistently...**. *Identifies key story elements including genre, point of view, character, setting, and plot events *Asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text-based clues to uncover and explain ideas in the text.	**Independently and consistently with above level complexity...** *Identifies key story elements including genre, character, setting, plot, point of view, rising action, climax and resolution in above grade level *Asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. *Cites specific support to assist in interpretation of the higher-level questions with increasing depth.
2	**With prompting, support, and scaffolding...** *Struggles to identify key story elements including genre, point of view, character, setting and plot events *Demonstrates little or no understanding of what has been read.	**With prompting and support....** *Draws conclusions and form opinions about genre, point of view, characters, setting and plot events *Demonstrates a partial understanding of the text in order to ask/answer questions	**Independently and consistently....** *Draws conclusions and forms opinions about genre, point of view, characters, setting, and plot events in a story using supporting textual evidence (dialogue, actions, setting	**Independently and consistently with above level complexity..**. *Identifies the roles of multiple characters in a story in above grade level texts. *Draws sophisticated conclusions

	*Unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Makes a few relevant predictions or inferences *Does not find or use text clues to identify implied ideas and information.	concerning key details. *Finds some text-based clues, makes some relevant connections and predictions *Asks/answers literal question *Applies some inferential thinking but may need support	and events) *Asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text-based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	about genre, characters, setting, plot and point of view based on dialogue, actions, setting and events in above grade level texts *Asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. *Cites specific support to assist in interpretation of the higher level question with increasing depth.
3	**With prompting, support, and scaffolding..**.. * Can identify a few of the key story elements including genre, point of view, character, setting, and plot events *Demonstrates weak understanding of fictional texts *Maybe able to ask/answer literal questions but needs more prompting and support for inferential *Makes a few relevant predictions or inferences *Does not find or use text clues to identify implied ideas and information.	**With prompting and support....** *Draws conclusions and form opinions about genre, point of view, characters, setting, and plot events and then support with textual evidence *Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. *Finds some text based clues, makes some relevant connections, predictions and inferences. *Asks/answers literal questions *Applies some inferential thinking using text based clues	**Independently and consistently...** *Draws conclusions and forms opinions about genre, point of view, characters, setting, and plot events in a story using supporting textual evidence (dialogue, actions, setting and events) and makes connections *Identifies the perspectives of different characters in a text, citing supporting evidence *Explains how the point of view impacts the delivery of information in the text *Asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	**Independently and consistently with above level complexity**... *Identifies the roles of multiple characters in a story in above grade level texts. *Draws sophisticated conclusions about genre, characters, setting, plot and point of view based on dialogue, actions, setting and events and supports conclusions with multiple pieces of textual evidence in above grade level texts. *Explains how the point of view impacts the delivery of information in above grade level texts. *Asks/answers literal and inferential questions concerning key details in an above grade level fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. *Cites specific support to assist in interpretation of the higher-level question with increasing depth.

Makes connections between written and visual elements within a text as well as compare different literary texts with similar themes and story elements [RL.CR.4.1; RL.MF.4.6; RL.CT.4.8]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
All	**With prompting, support, & scaffolding...** *Attempts to make connections between specific descriptions and directions in a text and a visual or oral representation of the text. *Struggles to compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. *Is unable to refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	**With prompting and support...** *Makes connections between specific descriptions and directions in a text and a visual or oral representation of the text. *Compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. *Refers to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	**Independently and consistently...** *Makes connections between specific descriptions and directions in a text and a visual or oral representation of the text. *Compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. *Refers to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	**Independently and consistently with above level complexity...** *Makes sophisticated connections between specific descriptions and directions in a text and a visual or oral representation of an above grade level text. *Compares and contrasts the treatment of similar themes, topics and patterns of events in above grade level texts from authors of different cultures. *Makes insightful inferences and uses higher order level questioning to cite details and examples as textual evidence that explains what a literary text says explicitly and make relevant connections when drawing inferences from above grade level texts

Reading Domain: Informational

Summarizes and identifies the main idea and supporting details of a text by citing details/examples to support my thinking. [RI.CR.4.1, RI.CI.4.1, RI.AA.4.7]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**With prompting, support, and scaffolding...** *Unable to identify main idea of a text. *Unable or rarely able to summarize	**With prompting and support...** *Identifies the main idea of a text or specific paragraph *Struggles to summarize the text with	**Independently and consistently...** *Identifies the main idea of a text or specific paragraph within a text *Summarize the text using details	**Independently and consistently, with above level complexity...** *Identifies the main idea of a text or specific paragraph in above level

	the text by retelling major details * Demonstrates little or no understanding of what has been read. *Is unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Does not find or use text clues to identify implied ideas and information.	details *Can ask/answer questions concerning key details in non-fiction text. ·	*Asks/answers literal and inferential questions concerning key details in a non-fiction text. *Finds and uses text-based clues to uncover and explain ideas in the text. ·	nonfiction texts. *Summarizes the text by retelling major details in above level nonfiction text and organizes them by heading/topic *Asks/answers literal and inferential questions concerning key details in an above grade level non-fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level texts.
2	**With prompting, support, and scaffolding...** *Demonstrates little to no understanding of the main idea of a text *Struggles to summarize by retelling major details from a nonfiction text *Demonstrates little or no understanding of what has been read. *Is unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Does not find or use text clues to identify implied ideas and information.	**With prompting and support...** *Identifies the main idea of a text *Attempts to summarize the text but it lacks details to support the main idea *Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. *Finds some text based clues, makes some relevant connections and predictions *Asks/answers literal questions *Applies some inferential thinking but may need support	**Independently and consistently...** ***I**dentifies the main idea of a text or specific paragraph within a text and supplies supporting details *Retells details within a nonfiction text *Asks/answers literal and inferential questions concerning key details in a non-fiction text. *Finds and uses text-based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	**Independently and consistently with above level complexity...** *Identifies the main idea of a text or specific paragraph within a text and supplies supporting details with above level texts *Retells major details from an above level nonfiction text and organizes them by heading/topics *Asks/answers literal and inferential questions concerning key details in an above grade level non-fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level texts. *Cites specific support to assist in interpretation of the higher level question with increasing depth in above grade level texts.
	With prompting, support, and scaffolding... *Demonstrates little to no understanding of the main idea of a text *Requires teacher prompting to retell major details from a nonfiction text *Demonstrates little or no	**With prompting and support....** *Identifies the main idea of a text *Retells major details from a nonfiction text *Demonstrates a partial understanding of the text in order to ask/answer questions concerning key	**Independently and consistently....** *Identifies the main idea of a text or specific paragraph within a text and supplies supporting details *Retells details within a nonfiction text *Asks/answers literal and inferential questions concerning key details in a	**Independently and consistently with above level complexity...** *Identifies the main idea of a text or specific paragraph within a text and supplies supporting details with above level texts *Retells major details from an above

	understanding of what has been read. *Is unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Does not find or use text clues to identify implied ideas and information.	detail. *Finds some text based clues, makes some relevant connections and predictions *Asks/answers literal questions *Applies some inferential thinking but may need support	non-fiction text. *Finds and uses text based clues to uncover and explain ideas in the text. *Cites specific support to assist in interpretation of the text.	level nonfiction text and organizes them by heading/topic *Asks/answers literal and inferential questions concerning key details in an above grade level non-fiction text. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level texts. *Cites specific support to assist in interpretation of the higher level question with increasing depth in above grade level texts.
Identifies different types of text features as well as the overall structure of the piece using text evidence. [RI.CR.4.1; RI.TS.4.4, RI.MF.4.6]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**NOT ASSESSED AT THIS TIME**			
2	**WIth prompting, support, and scaffolding...** · Identify differences in text structures. · Reads a text closely to identify key details *Struggles to identify text features such as headings, captions, etc	**With teacher prompting and support...** *Explain differences in text structure *Use a text features and structures to locate facts/information, make predictions and inferences *Read text closely to identify key details *Use the text to support their answers *Identify graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations)	**Independently and consistently...** *Explain differences in text structure *Use a text features and structures to locate facts/information, make predictions and inferences *Read text closely to identify key details *Use the text to support their answers *Identify graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations)	**Independently and consistently with above level complexity...** *Explains differences in text structure and features by comparing and contrasting on above level texts *Uses text features and structures to make inferences and predictions in above grade level texts. *Reads text closely to identify key details *Explains how or why historical events, scientific ideas or “how to” procedures happened *Uses the text to support their answers *Uses evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas as well as author's purpose/craft in above grade level text

3	**With prompting, support, and scaffolding... *** Explains differences in some text structures and features *Can identify a few text features such as headings, photos, and captions *Struggles to identify key details in below grade level text *Inconsistently can use the text to support their answers	**With teacher prompting and support, *** Explains differences in text structures and features *Can use text features to locate facts/information, make predictions and inferences *Reads text closely to identify key details *Explains how or why historical events, scientific ideas or "how to" procedures happened *Uses the text to support their answers	**Independently and consistently...** *Explain differences in text structure *Use a text features and structures to locate facts/information, make predictions and inferences *Read text closely to identify key details *Explain how or why historical events, scientific ideas or "how to" procedures happened *Use the text to support their answers *Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas as well as author's purpose/craft	**Independently and consistently with above level complexity...** *Explains differences in text structure and features by comparing and contrasting on above level texts *Uses multiple text features and structures to make inferences and predictions in above grade level texts. *Reads text closely to identify key details *Explains how or why historical events, scientific ideas or "how to" procedures happened *Uses the text to support their answers *Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas as well as author's purpose/craft in above grade level text

Compares/contrasts multiple texts, historical, scientific, or technical, with similar events or main ideas [RI.CR.4.1; RI.IT.4.3; RI.PP.4.5; RI.CT.4.8]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
All	**With prompting, support, and scaffolding...** *Attempts to describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. *Is unable to compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. *Is unable to compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures	**With support...** *Describes the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. *Compares and contrasts multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. *Compares and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures	**Independently and consistently...** *Describes the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. *Compares and contrasts multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. *Compares and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures	**Independently and consistently with above level complexity...** *Describes the impact of individuals and events throughout the course of an above-grade level text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. *Makes insightful comparisons of multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. *Cites meaningful evidence to make comparisons on the treatment of similar themes, topics and patterns of events in above grade level

				informational texts from authors of different cultures

Writing and Language

Demonstrates a command of spelling, punctuation, proper grammar, and sentence/paragraph structure during the writing process [L.WF.4.2a-d; L.WF.4.3a-e]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
ALL	**Little to no command of conventions of Standard English and spelling.** · Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding. *Struggles with encoding, syllables, and roots **Little to no command of the conventions of writing such as** - Basic paragraphing -Paragraphing with dialogue - Grade level grammar (adjectives/adverbs, clauses, conjunctions, irregular verbs, verb tenses, possessive nouns/pronouns) -Use independent clauses and coordinating conjunctions. -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). -Use underlining, quotation marks, or italics for titles, direct speech; use comma before a coordinating conjunction in a compound sentence. -Use apostrophes for possession.	**With support and guidance... *There may be some errors in mechanics, grammar, usage, and/or spelling, but meaning is understood*** *Demonstrates a command of conventions of Standard English and spelling at an appropriate level of complexity. *Demonstrate command of the conventions of encoding, syllables, and roots *Demonstrate command of the conventions of writing such as - Basic paragraphing -Paragraphing with dialogue -Grade level grammar (adjectives/adverbs, clauses, conjunctions, irregular verbs, verb tenses, possessive nouns/pronouns) -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). -Use underlining, quotation marks, or italics for titles, direct speech; use comma before a coordinating conjunction in a compound sentence. -Use apostrophes for possession.	**Independently and consistently... *There may be a few errors in mechanics, grammar, usage, and/or spelling, but meaning is clear*** *Demonstrates a command of conventions of Standard English and spelling at an appropriate level of complexity. *Demonstrate command of the conventions of encoding, syllables, and roots *Demonstrate command of the conventions of writing such as - Basic paragraphing -Paragraphing with dialogue -Grade level grammar (adjectives/adverbs, clauses, conjunctions, irregular verbs, verb tenses, possessive nouns/pronouns) -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). -Use underlining, quotation marks, or italics for titles, direct speech; use comma before a coordinating conjunction in a compound sentence. -Use apostrophes for possession.	**Independently and consistently, with above level complexity... *There are no errors in mechanics, grammar, usage, and/or spelling*** *Demonstrates a command of conventions of Standard English and spelling at an appropriate level of complexity. *Demonstrate command of the conventions of encoding, syllables, and roots *Demonstrate command of the conventions of writing such as - Basic paragraphing -Paragraphing with dialogue -Grade level grammar (adjectives/adverbs, clauses, conjunctions, irregular verbs, verb tenses, possessive nouns/pronouns) -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). -Use underlining, quotation marks, or italics for titles, direct speech; use comma before a coordinating conjunction in a compound sentence. -Use apostrophes for possession.

Determines or clarifies the meaning of unknown and multiple meaning words as well as understand figurative language and word relationships. [L.KL.4.1; L.VL.4.2]; L.VI.4.3]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
ALL	**With prompting, support, and scaffolding...** *Unable to use vocabulary or decipher meaning from text clues *Unable to read learned vocabulary in reading *Struggles to understand/use properly figurative language such as similes, metaphors, or idioms	**With teacher support or prompting... *** Uses vocabulary strategies to determine the meaning of new words. *Can read learned vocabulary accurately with limited or inconsistent understanding of the words *Demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings.	**Independently and consistently... *** Uses vocabulary strategies to determine the meaning of new words. *Can read learned vocabulary accurately with understanding of the words *Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.	**Independently and consistently with above level complexity... *U**ses a variety of vocabulary strategies to determine the meaning of higher-level vocabulary words. *Reads learned vocabulary accurately and understands the meaning of higher level words. *Uses context clues to determine the meaning of new words. *Demonstrates a deeper understanding of figurative language, word relationships, and nuances of word meanings and how their usage impacts a text

Uses the writing process as well as feedback from adults and peers to strength and develop my own writing [W.WP.4.4; W.RW.4.7]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
ALL	**With support, prompting and scaffolding....** *Unable to follow the steps in the writing process. *Struggles to identifies audience, purpose, format, and topic for the subject matter *Produces published work with some errors *Does not incorporates feedback from peers/teachers. *Unable to edit and revise own work. *Unable to peer editing *Requires adjustments(modeling, graphic organizers, and conferences) to the assignment to be able to produce a piece of writing	**With teacher prompting and support, student follows the steps of the writing process.** *Identifies audience, purpose, format, and topic for the subject matter *Produces published work with some errors *Does not incorporates feedback from peers/teachers. *Requires teacher prompting and support to edit and revise own work. *Is unable to peer editing *Requires additional time to write pieces over short and long time periods following steps in the process	**With guidance and support from peers and adults, follows the steps of the writing process**. *Identifies audience, purpose, format, and topic for the subject matter *Produces published work with minimal errors. *Incorporates some feedback from peers/teachers. *Begins to edit and revise own work. *Can contribute to peer editing *Writes pieces over short and long time periods following steps in the process	**With guidance and support from peers and adults, follows the steps of the writing process.** *Identifies audience, purpose, format, and topic for the subject matter *Produces published work with almost no errors. *Self and peer editing/revision is done at a more sophisticated level. *Contributes effectively with peers *Writes pieces over short and long time periods following steps in the process

Writes a narrative story using proper structure, descriptive details, and clear story elements [W.NW.4.3]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1 Narrative	**With support, prompting, and scaffolding**... student writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**With prompting...** 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.	**Independently** writes narratives to develop real or imagined experiences or events using effective techniques, 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	**Independently and consistently with above level complexity...** 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.
Writes an opinion piece that supports a point of view with reasons and proper structure [W.AW.4.1]				
Trimester	**Needs Support**	**Independently**	**Meets Standards**	**Exceeds Standards**
2	**With prompting, support, and scaffolding....** 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 point. Use standard transitional words as well as a concluding statement related to opinion.	**With prompting**, 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 transitional words as well as a concluding statement related to opinion.	**Independently and consistently...** 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 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	**Independently and consistently with above level complexity...** 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 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.

Writes an informational piece, based on a research project, that supports a topic with evidence from multiple sources and proper structure [W.IW.4.2; W.WR.4.5; W.SE.4.6]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
3	**With prompting, support, and scaffolding...**. 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.	**With prompting,** 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.	**Independently and consistently...** 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.	**Independently and consistently with above level complexity....** 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.

Speaking and Listening

Engages in collaborative discussions on Grade 4 topics effectively [SL.PE.4.1 a-d; SL.AS.4.6]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
ALL	**With prompting, support and scaffolding...** *Can take part in collaborative discussions (one-on-one, in groups, and teacher-led) *Can express their own ideas *Attempts to draw on previously read text or material and other information known about the topic with reminders and prodding *Attempts to follow agreed-upon rules for discussions and carry out assigned roles. *Struggles to ask specific questions	**With prompting... *** Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) *Builds on others' ideas and expressing their own clearly. *Occasionally draws on previously read text or material and other information known about the topic to explore ideas under discussion. *Usually follows agreed-upon rules for discussions and carry out assigned roles.	**Independently and consistently....** *Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) *Builds on others' ideas and expressing their own clearly. * Explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion. *Follows agreed-upon rules for discussions and carry out assigned roles.	**Independently and consistently with above level complexity...** *Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) *Builds on others' ideas and expressing their own clearly. * Explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion. *Follows agreed-upon rules for discussions and carry out assigned

	to clarify or follow up on information, and make comments that contribute to the discussion *Unable to restate the key ideas expressed and explain their own ideas and understandings in light of the discussion.	*Responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion *Reviews the key ideas expressed and explains their own ideas and understandings in light of the discussion.	*Poses and responds to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. *Reviews the key ideas expressed and explains their own ideas and understandings in light of the discussion.	roles. *Poses and responds to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. *Reviews the key ideas expressed and explains their own ideas and understandings in light of the discussion.

Paraphrases text or information presented in diverse formats to support particular reasons and evidence [SL.II.4.2; SL.ES.4.3]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
ALL	**With prompting, support, and scaffolding...** *Unable to paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) *Struggles, or is unable, to identify the reasons and evidence a speaker provides to support particular points.	**With prompting....** *Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) *Identify the reasons and evidence a speaker provides to support particular points.	**Independently and consistently....** *Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) *Identify the reasons and evidence a speaker provides to support particular points.	**Independently and consistently with above level complexity...** *Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally) *Identify the reasons and evidence a speaker provides to support points *Cites meaningful examples that support their thinking and draws on previous knowledge to enhance their point

Reports orally on a topic, including media elements, to effectively communicate to an audience [SL.PI.4.4]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**NOT ASSESSED AT THIS TIME**			
2	**With prompting, support. and scaffolding...** *Attempts to report on a topic or text, tell a story, or recount an experience *Thoughts are unorganized, missing appropriate facts and relevant, descriptive details	**With prompting...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly but	**Independently and consistently....** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes	**Independently and consistently with above level complexity...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details

	to support main ideas or themes *Struggles to speak clearly with improper pacing, tonation, and inflections	the pacing lacks flow, tonation, and inflection	*Speaks clearly at an understandable pace.	to support main ideas or themes *Speaks clearly at an understandable pace with proper inflections
3	**With prompting, support. and scaffolding...** *Attempts to report on a topic or text, tell a story, or recount an experience *Thoughts are unorganized, missing appropriate facts and relevant, descriptive details to support main ideas or themes *Struggles to speak clearly with improper pacing, tonation, and inflections	**With prompting...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly but the pacing lacks flow, tonation, and inflection	**Independently and consistently....** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly at an understandable pace.	**Independently and consistently with above level complexity...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly at an understandable pace with proper inflections

Social Studies

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose openended responses. • Student has not demonstrated an adequate ability to conduct research.	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to conduct thorough and accurate research using and correctly citing reliable sources.	• 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. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student is able to conduct thorough and accurate research using and correctly citing reliable sources. Products of research are insightful, engaging, and advanced.