



4th Grade First Quarter Rubrics

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Updated 4/29/20

English Language Arts	0	1	2	3	4
<p>4.SL.1.A.a: Listen for a purpose A. Purpose - Develop and apply effective listening skills and strategies in formal and informal settings by: following, generating, and justifying classroom listening rules</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Can do 1 or 2 of the following while speaking and listening <ul style="list-style-type: none"> Listen attentively to the speaker when listening looks at the speaker speaks clearly at an appropriate pace uses correct language conventions when speaking follows agreed upon rules for discussion (ie: speaking when recognized and listening to others) 	<ul style="list-style-type: none"> Can do 3 or 4 of the following while speaking and listening <ul style="list-style-type: none"> Listen attentively to the speaker when listening looks at the speaker speaks clearly at an appropriate pace uses correct language conventions when speaking follows agreed upon rules for discussion (ie: speaking when recognized and listening to others) 	<ul style="list-style-type: none"> Can do all of the following while speaking and listening <ul style="list-style-type: none"> Listen attentively to the speaker when listening looks at the speaker speaks clearly at an appropriate pace uses correct language conventions when speaking follows agreed upon rules for discussion (ie: speaking when recognized and listening to others) 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.R.1.B.b: Vocabulary - Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to use context clues to determine the meaning of unfamiliar and multiple meaning words, but is unsuccessful without prompting and support. 	<ul style="list-style-type: none"> Student inconsistently uses context clues to determine the meaning of unfamiliar and multiple meaning words. 	<ul style="list-style-type: none"> Student can use context clues to determine the meaning of unfamiliar and multiple meaning words. 	<ul style="list-style-type: none"> NO EXCEEDS

<p>4.R.2.A.a: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Fiction - Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student can do 1-2 of the following: <ul style="list-style-type: none"> Summarize Sequence events/plot Explain how past events impact the future Identify theme 	<ul style="list-style-type: none"> Student can do 3 of the following: <ul style="list-style-type: none"> Summarize Sequence events/plot Explain how past events impact the future Identify theme 	<ul style="list-style-type: none"> Student can do all of the following: <ul style="list-style-type: none"> Summarize Sequence events/plot Explain how past events impact the future Identify theme 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.W.2.C.c: Narrative/Literary - Write fiction or non-fiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Writes a narrative that has one of the following: beginning, middle, and end 	<ul style="list-style-type: none"> Writes a narrative that has two of the following: beginning, middle, and end 	<ul style="list-style-type: none"> Writes a narrative that has a beginning, middle, and end 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.L.1.A.i: Communicate using conventions of English language/Grammar - In speech and written form, apply standard English grammar to: correct sentence fragments and run-on sentences in writing</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to correct sentence fragments and run-on sentences in writing. 	<ul style="list-style-type: none"> Student can either correct fragments or run-on sentences. 	<ul style="list-style-type: none"> Students can correct sentence fragments and run-on sentences in writing. 	<ul style="list-style-type: none"> Student writing does NOT contain fragments or run-on sentences.
<p>4.L.1.B.b: Punctuation, Capitalization, Spelling - In written text: punctuate a dialogue between two or more characters</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student does not successfully implement the elements of dialogue in writing. 	<ul style="list-style-type: none"> Contains one of the elements of dialogue: <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> Contains the elements of dialogue: <ul style="list-style-type: none"> Punctuation Capitalization 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.L.1.B.e: Punctuation, Capitalization, Spelling - In written text: use correct capitalization</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Students only use capitalization in situations where needed with prompting and support. (ie: proper nouns, proper adjectives, titles, in dialogue, etc.) 	<ul style="list-style-type: none"> Students inconsistently uses capitalization in all situations where needed. (ie: proper nouns, proper adjectives, titles, in dialogue, etc.) 	<ul style="list-style-type: none"> Students use capitalization in all situations where needed. (ie: proper nouns, proper adjectives, titles, in dialogue, etc.) 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.L.1.B.i: Punctuation, Capitalization, Spelling - In written text: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to read and spell accurately unfamiliar multisyllabic words in context. 	<ul style="list-style-type: none"> Student inconsistently reads and spells accurately unfamiliar multisyllabic words in context. 	<ul style="list-style-type: none"> Student can read and spell accurately unfamiliar multisyllabic words in context. 	<ul style="list-style-type: none"> NO EXCEEDS

Math					
4.NBT.A.2: Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can represent numbers to the thousandths place using two of the following forms: <ul style="list-style-type: none"> Number names Expanded Form Base Ten Numerals 	<ul style="list-style-type: none"> The student can represent numbers to the millions place using two of the following forms: <ul style="list-style-type: none"> Number names Expanded Form Base Ten Numerals 	<ul style="list-style-type: none"> The student can represent numbers to the millions place using all three of the following forms: <ul style="list-style-type: none"> Number names Expanded Form Base Ten Numerals 	<ul style="list-style-type: none"> The students can represent numbers to the billions place using all three of the following forms: <ul style="list-style-type: none"> Number names Expanded Form Base Ten Numerals
4.NBT.A.3: Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution, based on meanings of the digits	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to compare multi digit numbers and justify their answer, but is unable to do either step. 	<ul style="list-style-type: none"> Student is able to compare multi digit numbers, but unable to justify their solution. 	<ul style="list-style-type: none"> Student is able to compare multi digit numbers and justify their solution. 	<ul style="list-style-type: none"> Student is able to compare multi digit numbers and justify their solution up to the billions place.
4.NBT.A.5: Demonstrate fluency with addition of whole numbers.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Attempts to fluently add whole numbers, but without success. 	<ul style="list-style-type: none"> Inconsistently demonstrates fluency with addition of whole numbers. 	<ul style="list-style-type: none"> The student demonstrates fluency with addition of whole numbers. 	<ul style="list-style-type: none"> NO EXCEEDS
4.NBT.A.5: Demonstrate fluency with subtraction of whole numbers.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Attempts to fluently subtract whole numbers, but without success. 	<ul style="list-style-type: none"> Inconsistently demonstrates fluency with subtraction of whole numbers. 	<ul style="list-style-type: none"> The student demonstrates fluency with subtraction of whole numbers. 	<ul style="list-style-type: none"> NO EXCEEDS
Science					
4.PS3.C: Use models to explain that simple machines change the amount of effort force and/or direction of force. [Clarification Statement: memorization of a simple machine is not the focus, concept builds on the application of force and motion .]	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts without success to use models (lever, pulley, inclined plane, wheel and axle, screw, wedge, gear) to explain how simple machines affect the amount and direction of force. 	<ul style="list-style-type: none"> Student attempts to use models (lever, pulley, inclined plane, wheel and axle, screw, wedge, gear) to explain how simple machines affect the amount and direction of force. There may be some inaccuracies in their attempts. 	<ul style="list-style-type: none"> Student can use models (lever, pulley, inclined plane, wheel and axle, screw, wedge, gear) to explain how simple machines affect the amount and direction of force. 	<ul style="list-style-type: none"> NO EXCEEDS
The following two engineering design standards will be reported out in the fourth quarter, but data will be collected throughout the year and reported only at progress report time if there is any to report each quarter.					
4.ETS1.A: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to develop a plan to solve a problem. 	<ul style="list-style-type: none"> Student can make a plan and solve a problem. 	<ul style="list-style-type: none"> Student can make a plan to solve a problem, check for success, and adjust accordingly. 	<ul style="list-style-type: none"> NO EXCEEDS
4.ETS1.B: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to come up with a possible solutions for reasonableness and efficiency. 	<ul style="list-style-type: none"> Student can evaluate a possible solution for reasonableness and efficiency. 	<ul style="list-style-type: none"> Student can evaluate possible solutions for reasonableness and efficiency. 	<ul style="list-style-type: none"> NO EXCEEDS
Social Studies					
EG.5.B.4: Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student can locate 1-3 of the following cities: Kansas City, Springfield, St. Louis, Jefferson City, 	<ul style="list-style-type: none"> Student can locate the following 4-5 of the following cities: Kansas City, Springfield, St. 	<ul style="list-style-type: none"> Student can locate all 6 of the following cities: Kansas City, Springfield, St. Louis, Jefferson City, 	<ul style="list-style-type: none"> NO EXCEEDS

		Columbia and St. Joseph on a map.	Louis, Jefferson City, Columbia and St. Joseph on a map.	Columbia and St. Joseph on a map.	
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