



4th Grade Third Quarter Rubrics

| Performance Scale | |
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| 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 |
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| 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 | <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 |
| 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 | <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 |
| 4.R.2.A.e: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Attempts, but is unsuccessful in identifying similarities and differences | <ul style="list-style-type: none"> Identifies a similarity and difference between two text | <ul style="list-style-type: none"> Identifies at least one similarity and difference between two text <p>And</p> | <ul style="list-style-type: none"> Student is able to identify multiple similarities and differences <p>And</p> |

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| poetry, and drama from a variety of cultures and times. Fiction - Read, infer, analyze, and draw conclusions to: compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person | | between text and explaining whether the narrator or speaker is first or third person | Or <ul style="list-style-type: none"> Explains whether the narrator or speaker is first or third person | <ul style="list-style-type: none"> Explains whether the narrator or speaker is first or third person | <ul style="list-style-type: none"> Explains whether the narrator or speaker is first or third person |
| 4.R.3.C.c: Text Structures - Read, infer, and draw conclusions to: explain author's purpose | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Student attempts to explain author's purpose by inferring and drawing conclusions | <ul style="list-style-type: none"> Student can inconsistently explain author's purpose by inferring and drawing conclusions | <ul style="list-style-type: none"> Student can explain author's purpose by inferring and drawing conclusions | <ul style="list-style-type: none"> NO EXCEEDS |
| 4.W.2.B.b: Informative/Explanatory - Write informative/explanatory texts that: b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations (Literary Essay) | <ul style="list-style-type: none"> No demonstration of understanding | Student writes an Informative/explanatory text with one of the following: <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from sources Uses topic sentences with facts, details, examples, and quotations | Student writes and informative/explanatory text with two of the following: <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from sources Uses topic sentences with facts, details, examples, and quotations | Student writes and informative/explanatory text with all of the following: <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from sources Uses topic sentences with facts, details, examples, and quotations | <ul style="list-style-type: none"> NO EXCEEDS |
| 4.L.1.A.c Communicate using conventions of English language/Grammar - In speech and written form, apply standard English grammar to: use progressive verbs to show past, present, and future | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Student attempts to use progressive verbs to show past, present and future (ie: was running, am running, will be running), but cannot do so without prompting and support. | <ul style="list-style-type: none"> Student inconsistently uses progressive verbs to show past, present and future (ie: was running, am running, will be running) | <ul style="list-style-type: none"> Student can use progressive verbs to show past, present and future (ie: was running, am running, will be running) | <ul style="list-style-type: none"> NO EXCEEDS |
| 4.L.1.B.i: Punctuation, Capitalization, Spelling - In written text: i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context | <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.RA.C.6: Generate a number or shape pattern that follows a given rule. | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Student attempt to generate a number or shape pattern that follows a given rule. | <ul style="list-style-type: none"> Students can inconsistently generate a number or shape pattern that follows a given rule. | <ul style="list-style-type: none"> Students can generate a number or shape pattern that follows a given rule. | <ul style="list-style-type: none"> Students can generate a number or shape pattern that follows more than one given rule. |
| 4.NF.A.3: Compare two fractions using the symbols | <ul style="list-style-type: none"> No demonstration of understanding. | <ul style="list-style-type: none"> Students attempt to compare two fractions and justify the solution. | <ul style="list-style-type: none"> Students can compare two fractions but are unable to justify the solution. | <ul style="list-style-type: none"> Students can compare two fractions and justify the solution. | <ul style="list-style-type: none"> NO EXCEEDS |

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| >, = or <, and justify the solution, e.g., by using a visual fraction model. a. with different numerators and different denominators, or by comparing to a benchmark fraction b. Recognize that comparisons are valid only when the two fractions refer to the same whole. | | | | | |
| 4.NF.B.6: Solve problems involving adding and subtracting fractions and mixed numbers with like denominators by using properties of operations and the relationship between addition and subtraction and by using visual fraction models and equations to represent the problem. | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Students attempt to solve addition and subtraction of fractions and mixed numbers by using visual models and equations. | <ul style="list-style-type: none"> Students can inconsistently solve addition and subtraction of fractions and mixed numbers by using visual models and equations. | <ul style="list-style-type: none"> Students can solve addition and subtraction of fractions and mixed numbers by using visual models and equations. | <ul style="list-style-type: none"> Students can solve addition and subtraction of fractions and mixed numbers with unlike denominators by using visual models and equations. |
| 4.NF.B.7: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Student attempts to multiply a fraction by a whole number. | <ul style="list-style-type: none"> Students can inconsistently multiply a fraction by a whole number. | <ul style="list-style-type: none"> Students can multiply a fraction by a whole number. | <ul style="list-style-type: none"> Students can multiply two fractions. |

Science

The following three 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.

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| 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

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| H.3a.H.4.a: Sequence and describe the importance of: Lewis and Clark Expedition | <ul style="list-style-type: none"> No demonstration of understanding | <ul style="list-style-type: none"> Student attempts to sequence and describe the importance of: Lewis and Clark Expedition without success | <ul style="list-style-type: none"> Student can sequence or describe the importance of: Lewis and Clark Expedition | <ul style="list-style-type: none"> Student can sequence and describe the importance of: Lewis and Clark Expedition | <ul style="list-style-type: none"> NO EXCEEDS |
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