



4th Grade Fourth 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 4-23-18

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.A.a: Develop and apply skills to the reading process. Comprehension - Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to make an inference and support it with evidence from the text, but is unable to do so without prompting and support. 	<ul style="list-style-type: none"> Student can make an inference, but is unable to support it with evidence from the text. 	<ul style="list-style-type: none"> Student can make an inference and support it with evidence from the text. 	<ul style="list-style-type: none"> NO EXCEEDS

<p>4.R.1.B.d: Vocabulary - Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to use context clues to identify the meaning of common idioms and figurative language, but is unsuccessful without teacher prompting and support. 	<ul style="list-style-type: none"> Student inconsistently uses context clues to identify the meaning of common idioms and figurative language. 	<ul style="list-style-type: none"> Student can use context clues to identify the meaning of common idioms and figurative language. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>Reads at expected grade level</p>	<ul style="list-style-type: none"> No demonstration of understanding. 	<ul style="list-style-type: none"> 2nd Quarter- independently reading lower than a DRA level 34 4th Quarter- independently reading lower than a DRA level 38 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 34 4th Quarter- independently reading at a DRA level 38 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 38-40 4th Quarter- independently reading at a DRA level 40 	<ul style="list-style-type: none"> All Quarters- independently reading at a DRA level 50 or higher.
<p>4.W.3.A.i: Gather, analyze, evaluate, and use information from a variety of sources A. Research Process - Apply research process to: present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</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 in a research writing: <ul style="list-style-type: none"> Create a research question Identify a variety of relevant sources Organize information from sources Differentiate paraphrasing and plagiarism Beginning to cite sources 	<ul style="list-style-type: none"> Student can do 3-4 of the following in a research writing: <ul style="list-style-type: none"> Create a research question Identify a variety of relevant sources Organize information from sources Differentiate paraphrasing and plagiarism Beginning to cite sources 	<ul style="list-style-type: none"> Student can do all of the following in a research writing: <ul style="list-style-type: none"> Create a research question Identify a variety of relevant sources Organize information from sources Differentiate paraphrasing and plagiarism Beginning to cite sources 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.L.1.A.e: Communicate using conventions of English language/Grammar - In speech and written form, apply standard English grammar to: use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts use subject verb agreement with 1st, 2nd and 3rd person pronouns, but cannot successfully without teacher prompting and support. 	<ul style="list-style-type: none"> Student inconsistently uses subject verb agreement with 1st, 2nd and 3rd person pronouns. 	<ul style="list-style-type: none"> Student can use subject verb agreement with 1st, 2nd and 3rd person pronouns. 	<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 (words from spelling test)</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
<p>Math</p>					
<p>4.NF.C.10: Understand that fractions and decimals are equivalent representations of the same quantity.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to understand that fractions and decimals are equivalent representations of the same quantity. 	<ul style="list-style-type: none"> Student inconsistently understands that fractions and decimals are equivalent representations of the same quantity. 	<ul style="list-style-type: none"> Student understands that fractions and decimals are equivalent representations of the same quantity. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>4.NF.C.12: Compare two decimals to the hundredths place using the symbols >, =</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to compare two decimals to the hundredths place using the symbols >, = or <, but not 	<ul style="list-style-type: none"> Student can compare two decimals to the hundredths place using the symbols >, = or <, and inconsistently 	<ul style="list-style-type: none"> Student can compare two decimals to the hundredths place using the symbols >, = or < 	<ul style="list-style-type: none"> Student can compare two or more decimals to the thousandths place using the symbols >, = or <, and justify

= or <, and justify the solution, by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole, e.g., by using a visual model.		justify the solution, by reasoning about their size.	justify the solution, by reasoning about their size.	<, and justify the solution, by reasoning about their size.	the solution, by reasoning about their size.
4.GM.A.2: Classify two-dimensional shapes by their sides and/or angles on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. a. Recognize right triangles as a category, and identify right triangles.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to classify two-dimensional shapes by their sides and/or angles. 	<ul style="list-style-type: none"> Student can inconsistently classify two-dimensional shapes by their sides and/or angles. 	<ul style="list-style-type: none"> Student can classify two-dimensional shapes by their sides and/or angles. 	<ul style="list-style-type: none"> NO EXCEEDS
4.GM.B.5: Draw and measure angles in whole-number degrees using a protractor.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to draw and measure angles using a protractor. 	<ul style="list-style-type: none"> Student can draw or measure angles using a protractor. 	<ul style="list-style-type: none"> Student can draw and measure angles using a protractor. 	<ul style="list-style-type: none"> NO EXCEEDS
4.GM.C.6: Know relative sizes of measurement units within one system of units. b. Convert measurements in a larger unit in terms of a smaller unit within a single system.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempt to convert a larger unit of measurement to a smaller unit within a single system. 	<ul style="list-style-type: none"> Student can inconsistently convert a larger unit of measurement to a smaller unit within a single system. 	<ul style="list-style-type: none"> Student can convert a larger unit of measurement to a smaller unit within a single system. 	<ul style="list-style-type: none"> Student can convert both a larger unit of measurement to a smaller unit and a smaller unit to a larger unit within a single system.

Science

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

E.C.4.A.4.b: Explain supply and demand	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to explain supply and demand 	<ul style="list-style-type: none"> Student can explain supply or demand 	<ul style="list-style-type: none"> Student can explain supply and demand 	<ul style="list-style-type: none"> NO EXCEEDS
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