

Grade 4 English Language Arts & Mathematics Report Card Rubric

Standard	Exceeding	Meeting	Approaching	Progressing toward	Beginning to develop
	The student independently extends key concepts, processes, skills and consistently works beyond state grade-level benchmarks.	The student shows a thorough understanding of concepts and skills and consistently applies them with accuracy and independence.	The student shows understanding of concepts and skills and applies them with increased accuracy and independence.	The student shows increased understanding of concepts and skills with guidance and support from adults.	The student shows basic understanding of concepts and skills with guidance and support from adults.

<u>Reading and Literature Standards</u>	
Refers back to text with examples when explaining. RL.4.1 RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
Determines the theme/main idea from details, and summarize the text. RL.4.2 RI.4.2	Determine the theme of a story, drama, or poem from details in the text, and summarize the text (fiction). Determine the main idea of a text and explain how it is supported by key details; summarize the text (non-fiction).
Describes and understands a character, setting, or event in the text using specific details. RL.4.3 RI.4.3	Describe in-depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g. a character's thoughts or actions in fiction). Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Determines the meaning of words in context. RL.4.4 RI.4.4	Determine the meaning of words and phrases as they are used in the text, including those that allude to significant characters found in mythology (for example <i>Herculean</i>). Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade four topic or subject area.
Understands and describes text structure. RL.4.5 RI.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems, (e.g. verse, rhythm, meter) and drama (e.g. casts of character, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Describes the overall structure (e.g. chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in a text or part of a text (non-fiction).

<p>Compares and contrasts point of view.</p> <p>RL.4.6 RI.4.6</p>	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. Compare and contrast a first hand and second hand account of the same event of topic; describe the differences in focus and the information provided.</p>
<p>Makes connections and interprets information in a text.</p> <p>RL.4.7 RI.4.7</p>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>Compares and contrasts themes/ topics in stories, or information from two texts.</p> <p>RL.4.9 RI.4.9</p>	<p>Compare and contrast the treatment of similar themes/ topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Reads with comprehension at grade level (fiction/non-fiction).</p> <p>RL.4.10 RI.4.10</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 4- 5 text complexity band proficiently with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4- 5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>
<p>Reads accurately and fluently.</p> <p>RF.4.4</p>	<p>Reads with sufficient accuracy and fluency to support comprehension. Reads grade level texts with purpose and understanding. Reads grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><u>Writing Standards</u></p>	
<p>Writes opinion pieces on topics or texts</p> <p>W.4.1</p>	<p>Supports the point of view with reasons and information. Introduces a topic or text clearly, states opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose. Provides reasons that are supported by facts and details. Links opinion and reasons using words and phrases (e.g. <i>for instance, in order to, in addition</i>). Provides a concluding statement or section related to the opinion presented.</p>
<p>Writes informative/explanatory texts</p> <p>W.4.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group-related information in paragraphs and section; include formatting (e.g. headings), illustrations, and multimedia when useful to aid in comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g. <i>another, for example, also, because</i>). Uses precise language and domain-specific vocabulary to inform about or explain the topic. Provides a concluding statement of section related to the information or explanation presented.</p>

<p>Writes narratives to develop real or imagined experiences or events.</p> <p>W.4.3 MA.3.a</p>	<p>Write a narrative to develop real or imagined experiences of events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transition words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. Uses similes and or metaphors accurately and effectively.</p>
<p>Strengthens and extends writing through revision and editing.</p> <p>W.4.5</p>	<p>With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing. Editing for conventions should demonstrate command of language standards.</p>
<p><u>Speaking and Listening Standards</u></p>	
<p>Engages effectively in a range of collaborative discussions.</p> <p>SL.4.1</p>	<p>Engage effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on fourth grade topics and texts, building on others ideas and expressing their own clearly. Comes to discussion prepared, having read or studied required material. Explicitly draws on that preparation and other information known about the topic to explore ideas under discussion. Follows agreed upon rules for discussion, and carries out assigned 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. Review the key ideas expressed and explains their own ideas and understanding in light of the discussion.</p>
<p>Communicates effectively in oral presentations.</p> <p>SL.4.4 SL.4.6</p>	<p>Report 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; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation.</p>
<p><u>Language Standards</u></p>	
<p>Demonstrates command of English grammar and usage.</p> <p>L.4.1</p>	<p>Demonstrate command of the conventions of standard grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g. <i>I was walking, I am walking, I will be walking</i>) verb tenses. Use modal auxiliaries (e.g. <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g. <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g. <i>to, too, two, there, their, they're</i>). Write legibly using either printing or cursive.</p>
<p>Demonstrates command of capitalization and punctuation when writing.</p> <p>L.4.2</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotations marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>

<p>Demonstrate understanding of figurative language.</p> <p>L.4.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g. <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to the opposites (antonyms), and to words with similar but not identical meanings (synonyms).</p>
<p>Acquires and uses academic and content-specific vocabulary.</p> <p>L.4.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal presentation).</p>
<p>Uses correct spelling of grade level words in written work.</p> <p>L.4.3</p>	<p>Spell grade-appropriate words correctly, consulting references as needed. (Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Mathematics Standards</p>	
<p>Uses addition, subtraction, multiplication and division to solve one-step and multi-step word problems</p> <p>4.OA.1 4.OA.2 4.OA.3</p>	<p>Interpret a multiplication equation as a comparison, e.g. interpret $35=5\times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
<p>Determines factors and multiples.</p> <p>4.OA.4</p>	<p>Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole-number in the range 1-100 is prime or composite.</p>
<p>Analyzes patterns and relationships.</p> <p>4.OA.5</p>	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate this way.</i></p>
<p>Understands place value system.</p> <p>4.NBT.1 4.NBT.2 4.NBT.3</p>	<p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700/70 = 10$ by applying concepts of place value and division.</i> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, $<$ symbols to record the results of comparisons. Uses place value understanding to round multi-digit whole numbers to any place.</p>
<p>Fluently multiplies and divides numbers through 12x12.</p> <p>MA.5.a</p>	<p>Know multiplication facts and related division facts through 12x12.</p>
<p>Multiplies multi-digit whole numbers.</p>	<p>Multiply a whole-number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays,</p>

4.NBT.5	and /or area models.
Divides up to 4-digit dividends and one-digit divisors with remainders. 4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Compares fractions with unlike numerators and/or denominators. 4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Solves addition and subtraction problems involving mixed numbers or fractions with the same denominator. 4.NF.3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Add and subtract mixed numbers with like denominators. Solve word problems involving addition and subtraction of fractions, referring to the same whole and having like denominators.
Multiplies a fraction by a whole number. 4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. Understand a multiple of $\frac{a}{b}$ as a multiple $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number.
Understands the relationship between fractions and decimals. 4.NF.5 4.NF.6 4.NF.7	Understand decimal notation for fractions, and compare decimal fractions. Express a fraction with a denominator 10 as an equivalent fraction with a denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Use decimal notation for fractions with denominations 10 or 100. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $<$, $=$ and justify the conclusions by explaining of using visuals.
Converts units of measure. 4.MD.1	Know relative size of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurements in a two-column table
Calculates area and perimeter. 4.MD.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.
Represents and interprets data. 4.MD.4	Make a line plot to display a set of data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented inline plots.
Demonstrates an understanding of angles and measures angles. 4.MD.5 4.MD.6 4.MD.7	Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one degree angle”, and can be used to measure angles. An angle that turns through n one degree angles is said to have an angle measure of n degrees. Measure angles in whole number degrees using a protractor. Sketch angles of specified measure. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve

	addition and subtraction problems to find the unknown angles on a diagram in real world and mathematical problems.
Draws and identifies lines and angles. 4.G.1	Draw points, lines, line segments, rays, angles (acute, right, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Classifies shapes by properties of their lines and angles. 4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Demonstrates an understanding of symmetry. 4.G.3	Recognize a line of symmetry for two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Makes sense of problems & perseveres in solving them	Identifies a problem, analyzes givens, tries to solve the problem independently, monitors progress and changes course if necessary.
Reasons & explains using words, illustrations, tools & models	Communicates mathematics precisely using clear language. Calculates efficiently and provides carefully formulated explanations using words, illustrations, tools and models.
Attends to precision	Uses symbols and units accurately and consistently.