4th Grade Second 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

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
	• No demonstration of understanding	• **Can do 1 or 2 of the following while speaking and listening**
		  • 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)
			• **Can do 3 or 4 of the following while speaking and listening**
			  • 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)
				• **Can do all of the following while speaking and listening**
				  • 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)
					• NO EXCEEDS

4.R.1.C.a: Making Connections - Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	• No demonstration of understanding	• Attempts, but is unsuccessful in identifying similarities and differences between text	• Identifies a similarity **or** difference between two text	• Identifies at least one similarity **and** difference between two text	• Student is able to identify multiple similarities and differences

Reads at expected grade level	• No demonstration of understanding.	• 2nd Quarter- independently reading lower than a DRA level 34 • 4th Quarter- independently reading lower than a DRA level 38	• 2nd Quarter- independently reading at a DRA level 34 • 4th Quarter- independently reading at a DRA level 38	• 2nd Quarter- independently reading at a DRA level 38-40 • 4th Quarter- independently reading at a DRA level 40	• All Quarters- independently reading at a DRA level 50 or higher.
4.R.3.C.a: Text Structures - Read, infer, and draw conclusions to: distinguish fact from opinion in a text and explain how to verify what is a fact	• No demonstration of understanding	• Student attempts to distinguish fact from opinion and verify that a fact is a fact, but is unsuccessful	• Student fact from opinion in a text, but can't verify that the fact is a fact.	• Student can identify fact from opinion in a text and explain how to verify the fact is a fact	• NO EXCEEDS
4.W.2.A.b: Compose well-developed writing texts for audience and purpose. Opinion/Argumentative - Write opinion texts that: b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details	• No demonstration of understanding	• Student opinion writing contains 1 of the following: • States an Opinion • Provides reasons • Supports with evidence	• Student opinion writing contains 2 of the following: • States an Opinion • Provides reasons • Supports with evidence	• Student opinion writing contains all of the following: • States an Opinion • Provides reasons • Supports with evidence	• NO EXCEEDS
4.L.1.A.h: Communicate using conventions of English language/Grammar - In speech and written form, apply standard English grammar to: produce and expand the complete, simple and compound four types of sentences (declarative, interrogative, exclamatory, imperative)	• No demonstration of understanding	• With prompting and support Students can produce and expand the complete, simple and compound four types of sentences	• Students can inconsistently produce and expand the complete, simple and compound four types of sentences	• Students can produce and expand the complete, simple and compound four types of sentences	• Students can produce and expand the complete, simple and compound four types of sentences including complex sentences
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	• No demonstration of understanding	• Student attempts to read and spell accurately unfamiliar multisyllabic words in context.	• Student inconsistently reads and spells accurately unfamiliar multisyllabic words in context.	• Student can read and spell accurately unfamiliar multisyllabic words in context.	• NO EXCEEDS
Math					
4.RA.A.2: Solve multi-step whole number problems involving the four operations	• No demonstration of understanding	• Attempts to use the four operations to solve multi step whole number problems and	• Can use some of the four operations to solve multi step whole number	• Able to use all four operations to solve multi step whole number problems and use estimation or	• NO EXCEEDS

and variables, for the unknown quantity and using estimation or mental computation and estimation strategies including rounding to interpret the reasonableness of the answer.		use estimation or mental computation strategies to determine the reasonableness of their answers without success	problems and use estimation or mental computation strategies to determine the reasonableness of their answers	mental computation to determine the reasonableness of the answer.	
4.GM.C.8: Apply the area and perimeter formulas for rectangles to solve problems in real world and mathematical problems.	• No demonstration of understanding	• Attempts to apply the area and perimeter formulas for rectangles, but does so without success.	• The student inconsistently applies the area and perimeter formulas for rectangles to solve a problem.	• The student can apply the area and perimeter formulas for rectangles to solve problems. • For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	• The student can apply the area and perimeter formulas to solve problems for rectilinear figures.

4.NBT.A.6: Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• No demonstration of understanding	• Attempts to do the following without success:
		  • Multiply a whole number of up to four digits by a one digit whole number
		  • Multiply two two-digit numbers
		  • Justify the solution (see standard for strategies)
			• Demonstrates the ability to do one or two of the following:
			  • Multiply a whole number of up to four digits by a one digit whole number
			  • Multiply two two-digit numbers
			  • Justify the solution (see standard for strategies)
				• Demonstrates the ability to do all three of the following:
				  • Multiply a whole number of up to four digits by a one digit whole number
				  • Multiply two two-digit numbers
				  • Justify the solution (see standard for strategies)
					• Demonstrates the ability to do all three of the following:
					  • Multiply a whole number of up to four digits by a one digit whole number
					  • Multiply two two-digit numbers
					  • Justify the solution using **standard algorithm of multiplication**

4.NBT.A.7: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution, 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.	• No demonstration of understanding	• Attempts to divide four digit by one digit numbers and justify their solution without success.	• Demonstrates the ability to divide four digit by one digit numbers but, unable to justify the solution. (see standard for strategies)	• Demonstrates the ability to divide four digit by one digit numbers and justify the solution. (see standard for strategies)	• Demonstrates the ability to divide four digit by **two digit numbers** and justify the solution. (see standard for strategies) **or** divide four digit dividends **with decimals** by up to two digit divisors.
Science					
4.PS2.A.2: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	• No demonstration of understanding	• An attempt is made to explain the effects of force on the motion of an object, but is unsuccessful.	• N/A	• Student can explain the effects of force on the motion of an object.	• NO EXCEEDS

[Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.]					
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.					
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.	• No demonstration of understanding	• Student attempts to develop a plan to solve a problem.	• Student can make a plan and solve a problem.	• Student can make a plan to solve a problem, check for success, and adjust accordingly.	• 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.	• No demonstration of understanding	• Student attempts to come up with a possible solutions for reasonableness and efficiency.	• Student can evaluate **a** possible solution for reasonableness and efficiency.	• Student can evaluate possible solutions for reasonableness and efficiency.	• NO EXCEEDS
Social Studies					
GS.2.C.4.2: Identify and explain the functions of the three branches of government in the state government	• No demonstration of understanding	• The student attempts to identify the three branches of government and explain the functions, but is unable to do so correctly.	• The student can identify the three branches of government, but is unable to explain the functions of all three branches of government.	• The student can identify the three branches of government and explain the functions of the three branches of the government.	• NO EXCEEDS