GRADE 4 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below**:**

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

READING/COMPREHENSION SKILLS INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Knows and applies word analysis skills when decoding words RF.4.3	**Consistently** knows and applies phonics and word analysis skills independently when decoding words in above grade-level text	**Consistently** knows and applies phonics and word analysis skills in decoding words	**Sometimes** knows and applies phonics and word analysis skills in decoding words	**Seldom** knows and applies phonics and word analysis skills in decoding words	Student **is not** progressing toward the grade level standard.
Reads with accuracy, fluency and expression RF.4.4	**Consistently** reads with sufficient accuracy, fluency and expression of above grade level text. Reading is fluid and accurate. Students attends to internal and ending punctuation. Expression supports understanding.	**Consistently** reads with sufficient accuracy, fluency and expression. Reading is fluent and the student attends to most ending punctuation and some internal punctuation. Expression is matched to text.	**Sometimes** reads with sufficient accuracy, fluency and expression. Reading is somewhat fluent with little regards to punctuation.	**Seldom** reads with sufficient accuracy, fluency and expression. Reading is choppy and/or slow with no regard to punctuation.	Student **is not** progressing toward the grade level standard.
Uses comprehension skills to understand literary text. RL.4.1, RL4.2 RL.4.3, RL.4.5 RL.4.6, RL.4.7	Student applies comprehension skills to extend and enhance thinking before, during and after reading above grade-level text.	**Consistently** uses comprehension skills before, during and after reading.	**Sometimes** uses comprehension skills before, during and after reading.	**Seldom** uses comprehension skills before, during and after reading.	Student **is not** progressing toward the grade level standard.

RL.4.9, RL.4.10					
Uses comprehension skills to understand informational (nonfiction) text

RI. 4.1, RI.4.2
RI.4.3, RI.4.5
RI.4.6, RI4.7
RI.4.8, RI.4.9
RI.4.10 | Student applies comprehension skills to extend and enhance thinking before, during and after reading above grade-level text. | **Consistently** uses comprehension skills before, during and after reading. | **Sometimes** uses comprehension skills before, during and after reading. | **Seldom** uses comprehension skills before, during and after reading. | Student **is not** progressing toward the grade level standard. |
| Supports thinking with relevant information from the text orally and/or in writing

RL.4.1, RI.4.1
RL.4.2, RI.4.2
RL.4.3, RI.4.3
W.4.9 | **Consistently** supports thinking with relevant information of above grade-level text orally and/or in writing.

Student responses reflect an interpretive deeper meaning of the text read supported by text evidence. | **Consistently** supports thinking with relevant information from the text orally and/or in writing.

Student responses reflect literal and inferential understanding of the text read with text evidence. | **Sometimes** supports thinking with relevant information from the text orally and/or in writing.

Student responses reflect some understanding of the text read and contains some text evidence. | **Seldom** supports thinking with relevant information from the text orally and/or in writing.

Student responses reflect little understanding of the text read and contains little text evidence. | Student **is not** progressing toward the grade level standard. |
| Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content; choosing flexibly from a range | **Consistently** determines the meaning of unknown and multiple meaning words and phrases based on above grade-level text. | **Consistently** determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content. | **Sometimes** determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content. | **Seldom** determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content. | Student **is not** progressing toward the grade-level standard. |

of strategies RL.4.4, RI.4.4, L.4.4					
Reads independently RF.4.4	Student **consistently** reads independently and makes connections when reading across the curriculum. Furthermore, student generalizes skills taught and demonstrates comprehension of material read. Student will demonstrate meaningful learning by making connections to current topics.	**Consistently** reads independently. Chooses to read self-selected materials; reads beyond instructional time (i.e. in addition to Reader's Workshop and reads at home, etc.)	**Sometimes** reads independently. Will read when required (i.e. Reader's Workshop)	**Seldom** reads independently. Will only read when the teacher reinforces or needs consistent help to find material.	**Never** reads independently.

WRITING INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Generates ideas by producing and organizing a variety of writing (narrative, opinion, letters, research, poetry) to match purpose and audience using print and digital sources W.4.1, W.4.2, W.4.3, W.4.4, W.4.6, W.4.7, W.4.8	**Independently** generates ideas for writing and Independently produces and organizes a variety of genres of writing to match purpose and audience using print and digital sources.	**Consistently** generates ideas for writing and Consistently produces and organizes a variety of genres of writing to match purpose and audience using print and digital sources.	**Sometimes** generates ideas for writing and Sometimes produces and organizes a variety of genres of writing to match purpose and audience using print and digital sources.	**Seldom** generates ideas for writing and Seldom produces and organizes a variety of genres of writing to match purpose and audience using print and digital sources	Student **is not** progressing toward the grade level standard.
Strengthens writing by using revision strategies and editing W.4.5	**Independently** rereads and revises writing during and after drafting. Student independently edits to enhance meaning and can explain how revision/editing improves writing.	**Consistently** rereads and revises writing. Student edits to support meaning, as taught in teacher modeled lesson.	**Sometimes** rereads and revises part of writing. Student may edit to support meaning with teacher support.	**Seldom** rereads or revises writing. Teacher edit	Student **is not** progressing toward the grade level standard.
Uses grade appropriate spelling L.4.2	**Independently** applies patterns and generalizations above grade level to spell	**Consistently** applies patterns and generalizations to spell words correctly in	**Sometimes** applies patterns and generalizations to spell words correctly in	**Seldom** applies patterns and generalizations to spell words correctly in	Student **is not** progressing toward the grade level standard.

words correctly in written work.	written work	written work	written work.	

MATH: NUMBERS AND OPERATIONS - BASE 10 INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Identifies place value and words with expanded form. (Student is able to read, write and compare multi digit whole numbers using base ten number names and expanded form.) 4.NBT.1, 4.NBT.2	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** reads, writes and compares a digit in a given place to the millions place. Student can read and write numbers using standard form, word form and expanded form notation (1-7 digits). Student can compare using >, =, or < for two multi digit numbers up to one million.	**Sometimes** reads, writes and compares a digit in a given place to the millions place. Student can read and write numbers using standard form, word form and expanded form notation (1-7 digits). Student can compare using >, =, or < for two multi digits numbers up to one million.	**Seldom** reads, writes and compares a digit in a given place to the millions place. Student can read and write numbers using standard form, word form and expanded form notation (1-7 digits). Student can compare using >, =, or < for two multi digit numbers up to one million.	Student **is not** progressing toward the grade level standard.
Rounds whole numbers to a given place. 4.NBT.3	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** rounds multi-digit numbers up to one million to any place. Student will be able to explain the process and apply to real-life situations.	**Sometimes** rounds multi-digit numbers up to one million to any place. Student will be able to explain the process and apply to real-life situations.	**Seldom** rounds multi-digit numbers up to one million to any place. Student will be able to explain the process and apply to real-life situations.	Student **is not** progressing toward the grade level standard.

Fluently add and subtract multi-digit whole numbers 4.NBT.4	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** adds and subtracts multi-digit numbers using the standard algorithm. Explains why the algorithm for addition or subtraction works using knowledge of place value.	**Sometimes** adds and subtracts multi-digit numbers using the standard algorithm. Explains why the algorithm for addition or subtraction works using knowledge of place value.	**Seldom** adds and subtracts multi-digit numbers using the standard algorithm. Explains why the algorithm for addition or subtraction works using knowledge of place value.	Student **is not** progressing toward the grade level standard.
Uses strategies to multiply multi-digit whole numbers and explain using models 4.NBT.5	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays, and area models (up tp 4 digits by 1 digit or 2 digits by 2 digits).	**Sometimes** uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays and area models (up to 4 digits by 1 digit or 2 digits by 2 digits).	**Seldom** uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays and area models (up to 4 digits by 1 digit or 2 digits by 2 digits).	Student **is not** progressing toward the grade level standard.
Compares two multi-digit numbers 4.NBT.2	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	**Sometimes** uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	**Seldom** uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	Student **is not** progressing toward the grade level standard.
Uses strategies to divide multi-digit whole numbers and explain using models 4.NBT.6	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** divides using a 4 digit dividend and a 1 digit divisor. Explains and justifies his/her solutions and method used to find	**Sometimes** divides using a 4 digit dividend and a 1 digit divisor. Explains and justifies his/her solutions and method used to find	**Seldom** divides using a 4 digit dividend and a 1 digit divisor. Explains and justifies his/her solutions and method used to find	Student **is not** progressing toward the grade level standard.

		the quotient.	the quotient.	the quotient.	

MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Solve word problems involving multiplicative comparisons 4.OA.1, 4.OA.2	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** writes multiplication equations from multiplicative comparisons given in words. Students can quickly recall addition, subtraction, multiplication and division facts and use them to solve word problems. Student can write an equation to identify the arithmetic operation written in a word problem.	**Sometimes** writes multiplication equations from multiplicative comparisons given in words. Students can quickly recall addition, subtraction, multiplication and division facts and use them to solve word problems. Student can write an equation to identify the arithmetic operation written in a word problem.	**Seldom** writes multiplication equations from multiplicative comparisons given in words. Students can quickly recall addition, subtraction, multiplication and division facts and use them to solve word problems. Student can write an equation to identify the arithmetic operation written in a word problem.	Student **is not** progressing toward the grade level standard.
Finds and recognizes factors for whole numbers 1-100; recognizes multiples of each factor; recognizes	**Meets standard** and makes insightful connections to other ideas and concepts and independently	**Consistently** finds all factor pairs for a whole number up to 100 and determines whether it is a multiple	**Sometimes** finds all factor pairs for a whole number up to 100 and determines whether it is a multiple	**Seldom** finds all factor pairs for a whole number up to 100 and determines whether it is a multiple of a given	Student **is not** progressing toward the grade level standard.

| prime and composite numbers

4.OA.4 | challenges him/herself. | of a given one digit whole number.

Explains the difference between multiples and factors.

Names all multiples for a given number 1-100.

Names all factors for a given number 1-100.

Explains the difference between a prime and composite number.

Determines if a number between 1 -100 is a prime or composite number. | of a given one digit whole number.

Explains the difference between multiples and factors.

Names all multiples for a given number 1-100.

Names all factors for a given number 1-100.

Explains the difference between a prime and composite number.

Determines if a number between 1 -100 is a prime or composite number. | one digit whole number.

Explains the difference between multiples and factors.

Names all multiples for a given number 1-100.

Names all factors for a given number 1-100.

Explains the difference between a prime and composite number.

Determines if a number between 1 -100 is a prime or composite number. | |
|---|---|---|---|---|---|
| Solves multi-step word problems; uses variables for the unknown

4.OA.3 | **Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself. | **Units 2 & 3:** **Consistently** uses and discusses various strategies for solving multi-step word problems.

Solves multi-step word problems using + and -.

Solves multi-step word problems using x and / by using equations with a letter standing for the unknown quantity. | **Units 2 & 3:** **Sometimes** uses and discusses various strategies for solving multi-step word problems.

Solves multi-step word problems using + and -.

Solves multi-step word problems using x and / by using equations with a letter standing for the unknown quantity. | **Units 2 & 3:** **Seldom** uses and discusses various strategies for solving multi-step word problems.

Solves multi-step word problems using + and -.

Solves multi-step word problems using x and / by using equations with a letter standing for the unknown quantity. | Student **is not** progressing toward the grade level standard. |

		Uses mental computation to check the reasonableness of an answer.	Uses mental computation to check the reasonableness of an answer.	Uses mental computation to check the reasonableness of an answer.	
		Uses estimation strategies, including rounding, to check the reasonableness of an answer.	Uses estimation strategies, including rounding, to check the reasonableness of an answer.	Uses estimation strategies, including rounding, to check the reasonableness of an answer.	
		Unit 4: Consistently meets standard from Units 2 and 3 and consistently solves word problems using x and /.	**Unit 4:** Sometimes meets standard from Units 2 and 3 and consistently solves word problems using x and /.	**Unit 4:** Seldom meets standard from Units 2 and 3 and consistently solves word problems using x and /.	
		Solves multi-step word problems in which remainders must be interpreted.	Solves multi-step word problems in which remainders must be interpreted.	Solves multi-step word problems in which remainders must be interpreted.	

MATH: NUMBERS AND OPERATIONS -FRACTIONS INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Recognize and generate equivalent fractions and explain using visual models 4.NF.1	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** recognizes equivalent fractions. Generates equivalent fractions. Explains why fractions are equivalent using visual fraction models. Draws models using fractions. Draws models to show equivalent fractions with unlike denominators.	**Sometimes** recognizes equivalent fractions. Generates equivalent fractions. Explains why fractions are equivalent using visual fraction models. Draws models using fractions. Draws models to show equivalent fractions with unlike denominators.	**Seldom** recognizes equivalent fractions. Generates equivalent fractions. Explains why fractions are equivalent using visual fraction models. Draws models using fractions. Draws models to show equivalent fractions with unlike denominators.	Student **is not** progressing toward the grade level standard.
Compares and orders factions and decimals 4.NF.2, 4.NF.7	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** compares and orders fractions with different numerators. Compares and orders fractions with different denominators. Compares 2 fractions	**Sometimes** compares and orders fractions with different numerators. Compares and orders fractions with different denominators. Compares 2 fractions	**Seldom** compares and orders fractions with different numerators. Compares and orders fractions with different denominators. Compares 2 fractions with different	Student **is not** progressing toward the grade level standard.

		with different numerators and denominators. Compares and orders fractions by using a visual model. Compares two fractions by creating common denominators. Records fraction comparisons with symbols >, <, or =. Uses visual models to justify fraction comparisons. Considers the size of the whole when comparing fractions.	with different numerators and denominators. Compares and orders fractions by using a visual model. Compares two fractions by creating common denominators. Records fraction comparisons with symbols >, <, or =. Uses visual models to justify fraction comparisons. Considers the size of the whole when comparing fractions.	numerators and denominators. Compares and orders fractions by using a visual model. Compares two fractions by creating common denominators. Records fraction comparisons with symbols >, <, or =. Uses visual models to justify fraction comparisons. Considers the size of the whole when comparing fractions.	
Adds and subtracts fractions and mixed numbers with like denominators; solves word problems using addition and subtraction of fractions. 4.NF.3	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** knows that a fraction with a numerator of 1 is called a unit fraction. Uses visual models to explore joining and separating of a fraction. Writes equations to record decompositions of fractions. Adds and subtracts	**Sometimes** knows that a fraction with a numerator of 1 is called a unit fraction. Uses visual models to explore joining and separating of a fraction. Writes equations to record decompositions of fractions. Adds and subtracts	**Seldom** knows that a fraction with a numerator of 1 is called a unit fraction. Uses visual models to explore joining and separating of a fraction. Writes equations to record decompositions of fractions. Adds and subtracts	Student **is not** progressing toward the grade level standard.

		mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. Changes improper fractions into mixed numbers. Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. Changes improper fractions into mixed numbers. Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. Changes improper fractions into mixed numbers. Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	
Multiplies a fraction by a whole number; solve word problems involving multiplication of a fraction and a whole number. 4.NF.4	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** identifies a fraction as a product of a whole number and a unit fraction. Multiplies a fraction by a whole number using fraction models and equations. Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.	**Sometimes** identifies a fraction as a product of a whole number and a unit fraction. Multiplies a fraction by a whole number using fraction models and equations. Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.	**Seldom** identifies a fraction as a product of a whole number and a unit fraction. Multiplies a fraction by a whole number using fraction models and equations. Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.	Student **is not** progressing toward the grade level standard.
Add two fractions with	**Meets standard** and	**Consistently** expresses	**Sometimes** expresses	**Seldom** expresses a	Student **is not**

respective denominators of 10 and 100 by writing each fraction as a fraction with denominator 100. Use decimal notation to write fractions with denominators of 10 or 100. 4.NF.5	makes insightful connections to other ideas and concepts and independently challenges him/herself.	a fraction with denominator 10 as an equivalent fraction denominator 100. Adds two fractions with respective denominators 10 and 100. Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and 100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	a fraction with denominator 10 as an equivalent fraction denominator 100. Adds two fractions with respective denominators 10 and 100. Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and 100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	fraction with denominator 10 as an equivalent fraction denominator 100. Adds two fractions with respective denominators 10 and 100. Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and 100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	progressing toward the grade level standard.
Uses decimal notation for fractions 4.NF.6	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** uses decimal notation for fractions with denominators 10 and 100.	**Sometimes** uses decimal notation for fractions with denominators 10 and 100.	**Seldom** uses decimal notation for fractions with denominators 10 and 100.	Student **is not** progressing toward the grade level standard.

MATH: GEOMETRY INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Draws and identifies points, line segments, lines and rays and describes and measures angles 4.G.1	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	**Sometimes** draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	**Seldom** draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	Student **is not** progressing toward the grade level standard.

Describes, compares and classifies two- and three- dimensional objects 4.G.2	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size. Recognizes right triangles as a category. Identifies right triangles. Classifies 2-dimensional shapes on specific attributes. Identifies and classifies triangles by their angles and sides.	**Sometimes** classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size. Recognizes right triangles as a category. Identifies right triangles. Classifies 2-dimensional shapes on specific attributes. Identifies and classifies triangles by their angles and sides.	**Seldom** classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size. Recognizes right triangles as a category. Identifies right triangles. Classifies 2-dimensional shapes on specific attributes. Identifies and classifies triangles by their angles and sides.	Student **is not** progressing toward the grade level standard.

| Draws lines of symmetry and identify line-symmetric figures

4.G.3 | **Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself. | **Consistently** identifies and draws symmetrical and asymmetrical objects.

Identifies patterns with objects and/or geometric figures that are symmetrical.

Identifies line symmetrical figures.

Draws lines of symmetry through line symmetrical figures. | **Sometimes** identifies and draws symmetrical and asymmetrical objects.

Identifies patterns with objects and/or geometric figures that are symmetrical.

Identifies line symmetrical figures.

Draws lines of symmetry through line symmetrical figures. | **Seldom** identifies and draws symmetrical and asymmetrical objects.

Identifies patterns with objects and/or geometric figures that are symmetrical.

Identifies line symmetrical figures.

Draws lines of symmetry through line symmetrical figures. | Student **is not** progressing toward the grade level standard. |
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MATH: MEASUREMENT AND DATA INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money. 4.MD.1	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money. Solves multi-step word problems by changing measurements (larger units to smaller units). Uses number line diagrams to solve word problems.	**Sometimes** uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money. Solves multi-step word problems by changing measurements (larger units to smaller units). Uses number line diagrams to solve word problems.	**Seldom** uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money. Solves multi-step word problems by changing measurements (larger units to smaller units). Uses number line diagrams to solve word problems.	Student **is not** progressing toward the grade level standard.
Defines and calculates perimeter and area 4.MD.3	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** develops and uses formulas for finding the perimeter and area of rectangles. Solves real world word problems by using the formulas for finding perimeter and area.	**Sometimes** develops and uses formulas for finding the perimeter and area of rectangles. Solves real world word problems by using the formulas for finding perimeter and area.	**Seldom** develops and uses formulas for finding the perimeter and area of rectangles. Solves real world word problems by using the formulas for finding perimeter and area.	Student **is not** progressing toward the grade level standard.
Constructs and interprets line plots, tables and graphs 4.MD.4	**Meets standard** and makes insightful connections to other ideas and concepts and independently	**Consistently** uses a line plot. Makes a line plot displaying data in	**Sometimes** uses a line plot. Makes a line plot displaying data in	**Seldom** uses a line plot. Makes a line plot displaying data in	Student **is not** progressing toward the grade level standard.

		challenges him/herself.	fractions of unit. Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.	fractions of unit. Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.	fractions of unit. Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.	
Recognize angles 4.MD.5	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.	**Sometimes** recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.	**Seldom** recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.	Student **is not** progressing toward the grade level standard.
Measure angles in whole number degrees 4.MD.6	**Meets standard** and makes insightful connections to other ideas and concepts and independently challenges him/herself.	**Consistently** draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.	**Sometimes** draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.	**Seldom** draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.	Student **is not** progressing toward the grade level standard.

SCIENCE INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Demonstrates content knowledge	**Independently** demonstrates understanding of key concepts, including: ● changes in earth (rocks, layers of earth, weathering erosion) ● plan and animal structures (internal and external) ● energy (conservation and transfer of energy forces) Student extends understanding through application to real life situations.	**Consistently** demonstrates understanding of key concepts, including: ● changes in earth (rocks, layers of earth, weathering erosion) ● plan and animal structures (internal and external) ● energy (conservation and transfer of energy forces) Student communicates using acquired vocabulary associated with ecosystems.	**Sometimes** demonstrates understanding of key concepts, including: ● changes in earth (rocks, layers of earth, weathering erosion) ● plan and animal structures (internal and external) ● energy (conservation and transfer of energy forces) Student is beginning to communicate using acquired vocabulary associated with ecosystems.	**Seldom** demonstrates understanding of key concepts, including: ● changes in earth (rocks, layers of earth, weathering erosion) ● plan and animal structures (internal and external) ● energy (conservation and transfer of energy forces) Student is unable or rarely able to communicate using acquired vocabulary associated with ecosystems.	Student **is not** progressing toward the grade level standard.
Plans and conducts investigations	**Demonstrates a solid ability** to model safe lab practices and make ethical choices, generate scientifically testable questions, plan and implement descriptive	**Demonstrates ability** to model safe lab practices and make ethical choices, generate scientifically testable questions, plan and implement descriptive	**Demonstrates partial ability** to model safe lab practices and make ethical choices, generate scientifically testable questions, plan and implement descriptive	**Demonstrates minimal ability** to model safe lab practices and make ethical choices, generate scientifically testable questions, plan and implement	**Demonstrates insufficient ability** to model safe lab practices and make ethical choices, generate scientifically testable questions, plan and implement

	investigations, and select and use appropriate equipment and technology. Independently and consistently participates in large and small group discussions and shares helpful ideas relevant to the task. Facilitates the completion of group tasks, listens well, and assists others in their efforts. Student extends scientific understanding to problem solving situations and/or applications to real-life situations.	investigations, and select and use appropriate equipment and technology. Clearly strives to participate in large and small group discussions and often shares helpful ideas relevant to the task. Contributes to the completion of group tasks and listens well and assists others in their efforts.	investigations, and select and use appropriate equipment and technology. Participates at times in large and small group discussions and sometimes shares helpful ideas relevant to the task. Inconsistently contributes to the completion of group tasks and listens to others.	descriptive investigations, and select and use appropriate equipment and technology. With scaffolding and support, may participate in small group discussions and complete the task.	descriptive investigations, and select and use appropriate equipment and technology. Does not participate in small group discussions or complete tasks. Student is not progressing toward the grade level standard.
Collects / Analyzes / Shares Data	**Significant** data has been collected in appropriate ways. Date is accurately recorded and displayed using the most relevant and organized methods.	A **reasonable** amount of data has been collected in a sufficient manner. Data is recorded and displayed using the organized methods.	**Some** data has been collected. Data is recorded and displayed but may lack some organization.	A **minimum** amount of data has been collected. Data may be recorded or displayed but lacks organization.	**Insufficient** data has been collected. Data has not been recorded or displayed in an organized way. Student is not progressing toward the grade level standard.

SOCIAL STUDIES INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	**Meets Standard**	**Progressing Toward Standard**	**Beginning to Progress Toward Standard**	**Insufficient Progress Towards Standard**
Demonstrates content knowledge	**Independently** demonstrates understanding of key concepts, including; ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies- responsibilities of active citizens, New Jersey Student consistently and independently extends understanding through applications	**Consistently** demonstrates understanding of key concepts, including; ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies- responsibilities of active citizens, New Jersey	**Sometimes** demonstrates understanding of key concepts, including; ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies- responsibilities of active citizens, New Jersey	**Seldom** demonstrates understanding of key concepts, including; ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies- responsibilities of active citizens, New Jersey	Student **is not** progressing toward the grade level standard.

	to real-life situations.				