

Grade 4
Grading Benchmarks for Humanities

Subject	Reading			
Skill	Reads at grade level*			
Standard(s)	RF.4.3, RF.4.4, RL.4.1-10, RI.4.1-10			
Trimester	1	2	3	4
1st	Reads independently at Level N or below.	Reads independently at Level O or P.	Reads independently at Level Q or R.	Reads independently at Level S or above.
2nd	Reads independently at Level O or below.	Reads independently at Level P or Q.	Reads independently at Level R or S.	Reads independently at Level T or above.
3rd	Reads independently at Level P or below.	Reads independently at Level Q or R.	Reads independently at Level S or T.	Reads independently at Level U or above.

**Reading level as indicated on the Fountas and Pinnell Reading Assessment*

Subject	Reading			
Skill	Reads with literal comprehension			
Standard(s)	RL.4.1, RI.4.1			
Trimester	1	2	3	4
All	<p>Student demonstrates a weak understanding of grade-level fictional and nonfiction texts.</p> <p>Retelling and responses include a few minor and unrelated details that are stated in the</p>	<p>Student demonstrates a partial literal understanding of grade-level fictional and nonfiction texts.</p> <p>Retelling and responses include some relevant details that are stated in the text.</p>	<p>Student demonstrates a literal understanding of grade level nonfiction and fictional texts.</p> <p>Retelling and responses identify relevant ideas and details stated in the text.</p>	<p>Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts.</p> <p>Retelling and responses explain and</p>

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	<p>text.</p> <p>Student rarely/does not apply target comprehension strategies.</p> <p>Student asks and answers few literal questions.</p>	<p>Student identifies and minimally describes some story elements.</p> <p>Student inconsistently uses text features and applies strategies.</p> <p>Student asks and answers some literal questions.</p>	<p>Student uses text features and applies target strategies.</p> <p>Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text.</p> <p>Student identifies the genres of stories read.</p> <p>Student cites specific support to assist in interpretation of text.</p>	<p>extend thinking about relevant ideas and details stated in the text.</p> <p>Student describes, compares, and explains story structure, elements, and how they change across the text.</p> <p>Student analyzes text features and applies above-grade-level strategies.</p> <p>Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts.</p> <p>Student cites specific support to assist in interpretation of text.</p>
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Subject	Reading			
Skill	Reads with inferential comprehension			
Standard(s)	RL.4.1, RI.4.1			
Trimester	1	2	3	4
1st	Student demonstrates a weak inferential understanding of texts; makes few relevant predictions or inferences; does not find or use clues to identify implied ideas and information.	Student demonstrates some inferential understanding of texts; sometimes finds text based clues; begins to explain a few implied ideas; makes some relevant connections, predictions, and inferences; applies some inferential thinking skills.	Student meets the expectation for inferential understanding of texts. Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. Student makes relevant inferences and draws conclusions to analyze text. Student cites specific support to assist in interpretation of text. Student applies inferential thinking skills and evaluates stated ideas in texts. Student cites specific support to assist in interpretation of higher level text.	Student demonstrates insightful inferential understanding of above-grade-level texts. Student extends inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. Student evaluates ideas and information that are implied or partially stated. Student applies above-grade-level inferential thinking skills. Student cites specific support to extend further interpretation of higher level text.
2nd	Student demonstrates a weak inferential understanding of texts; makes few relevant predictions or inferences; does not find or use clues to identify implied ideas and information.	Student demonstrates some inferential understanding of texts; sometimes finds text based clues; begins to explain a few implied ideas; makes some relevant connections, predictions, and inferences; applies some	Student meets the expectation for inferential understanding of texts. Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. Student makes	Student demonstrates insightful inferential understanding of above-grade-level texts. Student extends inferences, draws conclusions, and makes generalizations to analyze

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		inferential thinking skills.	relevant inferences and draws conclusions to analyze text. Student cites specific support to assist in interpretation of text. Student applies inferential thinking skills and evaluates stated ideas in texts. Student cites specific support to assist in interpretation of higher level text.	implied, partially stated, or confusing ideas in the text. Student evaluates ideas and information that are implied or partially stated. Student applies above-grade-level inferential thinking skills. Student cites specific support to extend further interpretation of higher level text.
3rd	Student demonstrates a weak inferential understanding of texts; makes few relevant predictions or inferences; does not find or use clues to identify implied ideas and information.	Student demonstrates some inferential understanding of texts; sometimes finds text based clues; begins to explain a few implied ideas; makes some relevant connections, predictions, and inferences; applies some inferential thinking skills.	Student meets the expectation for inferential understanding of texts. Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. Student makes relevant inferences and draws conclusions to analyze text. Student cites specific support to assist in interpretation of text. Student applies inferential thinking skills and evaluates stated ideas in texts. Student cites specific support to assist in interpretation of higher level text.	Student demonstrates insightful inferential understanding of above-grade-level texts. Student extends inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. Student evaluates ideas and information that are implied or partially stated. Student applies above-grade-level inferential thinking skills. Student cites specific support to extend further interpretation of higher level text.

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Subject	Reading			
Skill	Reads with fluency			
Standard(s)	RF.4.4			
Trimester	1	2	3	4
ALL	With grade level text, reads with almost no smooth or expressive interpretation and pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time	With grade level text, reads with some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.	With grade level text, reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.	With above grade level text, reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Subject	Reading			
Knowledge/ Skill	Knows and applies grade-level phonics and word analysis skills in decoding and encoding words			
Standard(s)	RF.4.3			
Trimester	1	2	3	4
All	Student recognizes patterns and chunks to analyze unfamiliar words.	Student recognizes patterns and chunks to analyze unfamiliar words, and breaks words into two or more syllabic units.	Student recognizes patterns and chunks to analyze unfamiliar words, breaks words into two or more syllabic units, uses syllables, prefixes and suffixes to quickly and accurately figure out unfamiliar rules.	Student recognizes patterns and chunks to analyze unfamiliar words, breaks words into two or more syllabic units, uses syllables, prefixes and suffixes to quickly and accurately figure out unfamiliar rules, and analyzes word structures to figure out word meaning.

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Subject	Reading			
Skill	Uses writing to respond effectively to reading			
Standard(s)	RL.4.3, W.9.A, RI.4.3, W.9.B			
Trimester	1	2	3	4
1st	Student's written response reflects little understanding of the text and rarely contains text evidence.	Student's written response is beginning to reflect a literal understanding of the text, and is sometimes supported by text evidence.	<p>Student's written response meets expectations and reflects literal and inferential understanding of the text while using text evidence.</p> <p>Determining themes.</p> <p>Comparing and contrasting two or more characters.</p> <p>Describing how a narrator's or speaker's point of view influences how events are described.</p> <p>Show the meaning of word and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Student's written response exceeds expectations. It reflects an interpretive, deeper meaning or analysis of the text supported with evidence.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2nd	Student's written response reflects little understanding of the text and rarely contains text evidence.	Student's written response is beginning to reflect a literal understanding of the text, and is sometimes supported by text evidence.	<p>Student's written response meets expectations and reflects literal and inferential understanding of the text while using text evidence.</p> <p>Determining themes.</p>	<p>Student's written response exceeds expectations. It reflects an interpretive, deeper meaning or analysis of the text supported with evidence.</p>

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			<p>Comparing and contrasting two or more characters. Describing how a narrator's or speaker's point of view influences how events are described.</p> <p>Show the meaning of word and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
3rd	<p>Student's written response reflects little understanding of the text and rarely contains text evidence.</p>	<p>Student's written response is beginning to reflect a literal understanding of the text, and is sometimes supported by text evidence.</p>	<p>Student's written response meets expectations and reflects literal and inferential understanding of the text while using text evidence.</p> <p>Determining themes.</p> <p>Comparing and contrasting two or more characters.</p> <p>Describing how a narrator's or speaker's point of view influences how events are described.</p> <p>Show the meaning of word and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Student's written response exceeds expectations. It reflects an interpretive, deeper meaning or analysis of the text supported with evidence.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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Subject	Writing			
Skill	Writes effective introduction			
Standard(s)	W.4.1.A, W.4.2.A, W.4.3.A			
Trimester	1	2	3	4
<p>1st = Narrative and Informational</p> <p>2nd = Informational and Opinion</p> <p>3rd = All</p>	<p>Narrative: Student does not yet write a clear beginning and rarely chooses an interesting way to start their story.</p> <p>Informational: Student does not hook readers or rarely attempts to interest readers in subject matter.</p> <p>Opinion: Student does not yet write an introduction that clearly states their opinion.</p>	<p>Narrative: Student sometimes writes a beginning in which they help readers know who the characters are and what the setting is.</p> <p>Informational: Student uses a few sentences to introduce a specific subject and sometimes hooks the reader.</p> <p>Opinion: Student wrote a beginning, that sometimes demonstrates the topic of the opinion piece. They attempted to hook them into caring about her opinion.</p>	<p>Narrative: Student meets expectations and wrote a beginning in which they showed what was happening and where, getting readers into the world of the story.</p> <p>Informational: Student meets expectations and hooked readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. Readers were informed that they would be taught different things about the subject.</p> <p>Opinion: Student meets expectations and writes a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.</p> <p>The writer stated his claim.</p>	<p>Narrative: Student exceeds expectations and wrote a beginning in which they not only showed what was happening and where but also gave some clues to what would later become a problem for the main character.</p> <p>Informational: Student exceeds expectations and wrote an introduction that helped readers get interested in and understand the subject. Student extends by making readers aware of the subtopics that would be later developed as well as the sequence.</p> <p>Opinion: The student exceeds expectations and writes an introduction that led to a claim or thesis and got his readers to care by not only including a cool fact or jazzy question, but also by telling readers what was significant in or around the</p>

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				<p>topic.</p> <p>The writer worked to find the precise words to state their claim and let readers know the reasons that would be developed later.</p>
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Subject	Writing			
Skill	Uses transitions and/or linking words and phrases			
Standard(s)	W.4.1.C, W.4.2.C, W.4.3.C			
Trimester	1	2	3	4
All	Student rarely/has not yet used effective transitions throughout their story.	Student sometimes uses effective transitions throughout their story.	Student meets expectations and uses transitional words and phrases throughout their piece.	Student exceeds expectations in using transitional phrases throughout their piece.

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Subject	Writing			
Skill	Provides a concluding statement (Opinion/Information) or conclusion (Narrative)			
Standard(s)	W.4.1.E, W.4.2.E, W.4.3.E			
Trimester	1	2	3	4
<p>1st = Narrative and Informational</p> <p>2nd = Informational and Opinion</p> <p>3rd = All</p>	<p>Narrative: Student does not yet write an effective ending.</p> <p>Informational: Student does not yet include an ending that wraps up their piece.</p> <p>Opinion: Student has not yet attempted to work on an ending related to their opinion.</p>	<p>Narrative: Student is beginning to write an ending that includes action, talk, or feelings.</p> <p>Informational: Student is beginning to write an ending that drew conclusions, asked questions, or suggested ways readers might respond.</p> <p>Opinion: Student is beginning to write an ending that includes a thought or comment related to their opinion.</p>	<p>Narrative: Student meets expectations and wrote an ending that connected to the beginning or middle of the story. The writer used action, dialogue, or feeling to bring their story to a close.</p> <p>Informational: Student meets expectations and wrote an ending that reminded readers of the subject and may have suggested a follow-up action or left readers with a final insight. They added thoughts, feelings, and questions about the subject at the end.</p> <p>Opinion: The student meets expectations and attempts to write an ending for their piece in which they restated and reflected on their claim, perhaps suggesting an action or response based on what they had written.</p>	<p>Narrative: The student exceeds expectations and wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened previously in the story.</p> <p>Informational: The writer exceeds expectations and wrote a conclusion in which the main points were restated and they offered a final thought or question for readers to consider.</p> <p>Opinion: The student exceeds expectations and works on a conclusion in which they connected back to and highlighted what the text was mainly about, not just the preceding paragraph.</p>

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Subject	Writing			
Skill	Writes with organization, focus, and clarity			
Standard(s)	W.4.4			
Trimester	1	2	3	4
<p>1st = Narrative and Informational</p> <p>2nd = Informational and Opinion</p> <p>3rd = All</p>	<p>Opinion/Argument: Student wrote several sentences about each reason, but has yet to organize in separate sections.</p> <p>Informational: Student does not yet have different parts about their topic.</p> <p>Narrative: Student does not yet have story segmented into paragraphs.</p>	<p>Opinion/Argument: Student sometimes organized reasons and information so that each part of his writing was mostly about one thing.</p> <p>Informational: Student is beginning to group information into parts that were mostly about one thing that connects to the big topic.</p> <p>Narrative: Student sometimes uses paragraphs to separate what happened first from what happened later in their story.</p>	<p>Opinion/Argument: Student is meeting expectations by using paragraphs. Student organized information by including reasons why readers should agree with their opinion, so that each part of his writing was mostly about one thing.</p> <p>Informational: Student meets expectations and grouped information into sections, used paragraphs, and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. Headings and subheadings were used.</p> <p>Narrative: Student meets expectations and uses paragraphs to separate different times of the story or to show when a new character was speaking.</p>	<p>Opinion/Argument: Student exceeds expectations and groups information into paragraphs. Student puts parts of their writing in order that most suits her purpose and helps prove their reasons and claim.</p> <p>Informational: Student exceeds expectations and organizes writing into a sequence of separate sections. They used headings and subheadings to highlight these sections which also follow an organizational or sequential plan shaped by the genre of the section.</p> <p>Narrative: Student exceeds expectations and used paragraphs to separate different parts or times in the story and show when a new character was speaking. Some parts of the story are longer and more developed than others.</p>

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Subject	Writing			
Skill	Elaborates using dialogue and descriptions (Narrative), relevant facts (Information), or supported reasons (Opinion)			
Standard(s)	W.4.1.B, W.4.2.B, W.4.3.B			
Trimester	1	2	3	4
<p>1st = Narrative and Informational</p> <p>2nd = Informational and Opinion</p> <p>3rd = All</p>	<p>Narrative: Student does not yet bring their characters to life with details, talk, and actions.</p> <p>Informational: Student does not yet include different kinds of information (facts, definitions, details, steps, tips) in their writing.</p> <p>Opinion: Student does not clearly state reasons to support their opinion.</p>	<p>Narrative: Student is beginning to show what was happening to (and in) their characters.</p> <p>Informational: Student is beginning to elaborate by including, facts, definitions and observations about their topic. They sometimes explain some of them.</p> <p>Opinion: Student is beginning to name their reasons and wrote many sentences about each one.</p>	<p>Narrative: Student meets expectations by developing the characters, setting, and plot throughout the story.</p> <p>Informational: Student meets expectations by teaching readers different things about the subject (facts and details, numbers, names and examples). Information was gathered from talking to people reading books, and from their own knowledge and observations. Subtopics were chosen because they were important and interesting.</p> <p>Opinion: Student meets expectations and uses reasons to support their opinion to convince the readers. Student includes examples, perhaps from a text, his knowledge, or his life.</p>	<p>Narrative: Student exceeds expectations by developing characters, setting and plot throughout their story, especially at the heart of their story. To do this they used a blend of description, action, dialogue and thinking.</p> <p>Informational: Student exceeds expectations and explains different aspects of their subject. They included a variety of information (examples, details, dates, and quotes). The student researched details that added to their writing and used trusted sources and then gave credit when appropriate.</p> <p>Opinion: Student exceeds expectations and give reasons to support his opinion that were parallel and did not overlap. Student puts them in order that he</p>

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				thought would be most convincing. Student includes evidence such as facts, examples, quotations, micro-stories, and information to support his claim. Student discusses and unpacks the way that evidence went with the claim.
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Subject	Writing			
Skill	Uses precise words (Opinion/Information) or sensory details (Narrative)			
Standard(s)	W.4.1.D, W.4.2.D, W.4.3.D			
Trimester	1	2	3	4
ALL	<p>Informational: Student does not yet include words that show they were an expert on the subject.</p> <p>Narrative: Student does not yet choose strong words that help the reader picture their story.</p>	<p>Informational: Student is beginning to chose expert words to readers about the subject. Information was taught in a way to interest readers by using drawings, captions, or diagrams.</p> <p>Narrative: Student is beginning to bring their story to life and write in ways that get the reader to picture what was happening.</p>	<p>Informational: Student meets expectations and made deliberate word choices to teach their readers. They included drawings, captions, or diagrams. They used figurative language to clarify points and a teaching tone with phrases such as, <i>that means</i>, or <i>let me explain</i>.</p> <p>Narrative: Student meets expectations by including precise and sensory details. They used figurative language to bring their story to life.</p>	<p>Informational: Student Exceeds expectations and used vocabulary of experts and then explained those key terms. They made choices to convey their information so it would make sense to their readers by blending storytelling, summary, and other genres as needed and used text features. They used a consistent teaching tone and varied sentences to help readers understand the information.</p> <p>Narrative: Student exceeds</p>

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				expectations by including precise details and figurative language so that readers could picture the setting, characters, and events. They used some objects or actions as symbols to bring forth their meaning.
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Subject	Writing			
Skill	Shows evidence of revision			
Standard(s)	W.4.5			
Trimester	1	2	3	4
All	Student rarely rereads or revises writing.	Student sometimes rereads or revises writing; may add or delete a few words to support meaning of part of writing.	Student rereads and whole text and parts of text for revision; analyzes writing and adds, deletes, moves, substitutes words to support meaning and organization; moves sentences to support organization.	Student rereads and revises whole text and parts of text periodically during and after drafting; evaluates writing, and adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance meaning and organization; explains how revision improves writing.

Subject	Writing			
Skill	Demonstrates writing stamina and produces clear and coherent writing			
Standard(s)	W.4.10			

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Trimester	1	2	3	4
All	Student rarely writes independently for 20 minutes and does not yet produce clear and coherent writing.	Student sometimes writes independently for 20 minutes and is beginning to produce clear and coherent writing.	Student consistently and independently writes for 20 minutes and produces clear and coherent writing.	Student consistently and independently writes for more than 20 minutes and produces clear and coherent writing.

Subject	Speaking and Listening			
Skill	Expresses ideas clearly and effectively			
Standard(s)	SL.4.1, SL.4.4, SL.4.6			
Trimester	1	2	3	4
1st	Student does not/rarely uses grade-appropriate academic vocabulary.	Student occasionally uses grade-appropriate academic vocabulary.	Student consistently uses grade-appropriate academic vocabulary.	Student has achieved and exceeds grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, and media use.
	Student does not/rarely uses grade-appropriate conventions of standard English grammar and usage.	Student occasionally uses grade-appropriate conventions of standard English grammar and usage.	Student consistently uses grade-appropriate conventions of standard English grammar and usage.	
	Student does not/rarely makes effective choices about language and sentence structure for meaning and style.	Student occasionally makes effective choices about language and sentence structure for meaning and style.	Student consistently makes effective choices about language and sentence structure for meaning and style.	
2nd	Rarely prepares for discussions.	Inconsistently prepares for discussions.	Prepares for discussions	Prepares for discussions
	Rarely follows agreed-upon	Inconsistently follows	Follows agreed-upon rules for discussions and carries	Follows agreed-upon rules for

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	<p>rules for discussions and carries out assigned roles.</p> <p>Rarely poses and responds to specific questions.</p> <p>Rarely makes comments that contribute to the discussion.</p> <p>Rarely reviews key ideas expressed and explains one's own ideas and understanding in light of the discussion.</p>	<p>agreed-upon rules for discussions and carries out assigned roles.</p> <p>Inconsistently poses and responds to specific questions.</p> <p>Inconsistently makes comments that contribute to the discussion.</p> <p>Inconsistently reviews key ideas expressed and explains one's own ideas and understanding in light of the discussion.</p>	<p>out assigned roles.</p> <p>Poses and responds to specific questions.</p> <p>Makes comments that contribute to the discussion.</p> <p>Links comments to remarks of others.</p> <p>Begins to review key ideas expressed and explains one's own ideas and understanding in light of the discussion.</p>	<p>discussions and carries out assigned roles; often leads discussions</p> <p>Poses and responds to specific questions.</p> <p>Makes comments that contribute to the discussion.</p> <p>Links comments to remarks of others.</p> <p>Reviews key ideas expressed and explains one's own ideas and understanding in light of the discussion.</p>
3rd	<p>Rarely prepares for discussions.</p> <p>Inconsistently follows agreed-upon rules for discussions and carries out assigned roles.</p> <p>Rarely poses and responds to specific questions.</p> <p>Rarely makes comments that contribute to the discussion.</p> <p>Rarely reviews key ideas expressed and explains one's</p>	<p>Inconsistently prepares for discussions.</p> <p>Inconsistently follows agreed-upon rules for discussions and carries out assigned roles.</p> <p>Inconsistently poses and responds to specific questions.</p> <p>Inconsistently makes comments that contribute to the discussion.</p> <p>Inconsistently reviews key</p>	<p>Prepares for discussions.</p> <p>Follows agreed-upon rules for discussions and carries out assigned roles.</p> <p>Poses and responds to specific questions.</p> <p>Makes comments that contribute to the discussion.</p> <p>Links comments to remarks of others.</p> <p>Reviews key ideas expressed and explains one's own ideas</p>	<p>Prepares for discussions.</p> <p>Follows agreed-upon rules for discussions and carries out assigned roles; often leads discussions.</p> <p>Poses, responds to, and extends specific questions.</p> <p>Makes comments that contribute to the discussion.</p> <p>Links comments to remarks of others; comments often offer above grade-</p>

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	own ideas and understanding in light of the discussion.	ideas expressed and explains one's own ideas and understanding in light of the discussion.	and understanding in light of the discussion.	level insights. Reviews key ideas expressed and explains one's own ideas and understanding in light of the discussion.
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Subject	Speaking and Listening			
Skill	Demonstrates listening skills			
Standard(s)	SL.4.2, SL.4.3, SL.4.5			
Trimester	1	2	3	4
All	Student can rarely, if ever, can report on events, topics, or text in an organized manner; rarely, if ever, can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.	Student can rarely, if ever, can report on events, topics, or text in an organized manner; rarely, if ever, can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.	Student can report on events, topics, or text in an organized manner; rarely, if ever, can pose and respond to questions, as well as build on the ideas of previous speakers; acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.	Student can report on events, topics, or text in an organized manner; rarely, if ever, can pose and respond to questions, as well as build on the ideas of previous speakers; acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate; draws conclusions based on the ideas of others and incorporates them into his/her thinking as appropriate.

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Subject	Language			
Skill	Demonstrates command of grammar and mechanics			
Standard(s)	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6			
Trimester	1	2	3	4
All	Student's grammar, agreement, and mechanics interfere with readability and understanding of the writing; student does not yet apply grade-level skills; does not edit writing.	Student's grammar, agreement, and mechanics interfere with readability; student rarely applies grade-level skills; edits writing with support of teacher or peers.	Student applies grade-level grammar, agreement, and mechanics skills; edits independently.	Student applies above grade-level grammar, agreement, and mechanics skills; edits independently during and after writing.

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Subject	Social Studies			
Knowledge	Demonstrates knowledge of content			
Standard(s)	6.1			
Trimester	1	2	3	4
1st	Student does not yet understand or rarely demonstrates an understanding of economics concepts	Student sometimes demonstrates an understanding of economics concepts.	Student meets grade level expectations and demonstrates an understanding of economics concepts.	Student consistently demonstrates an understanding of economics concepts.
2nd	Student does not yet understand or rarely demonstrates an understanding of lenape and colonial life; does not yet understand historical concepts including the Revolutionary War	Student sometimes demonstrates an understanding of lenape and colonial life	Student meets grade level expectations and demonstrates an understanding of lenape and colonial life	Student consistently demonstrates an understanding of lenape and colonial life.
3rd	Student does not yet understand or rarely demonstrates an understanding of government concepts	Student sometimes demonstrates an understanding of government concepts.	Student meets grade level expectations and demonstrates an understanding government concepts.	Student consistently demonstrates an understanding of government concepts.

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Subject	Social Studies			
Skill	Makes meaning from facts using social studies thinking skills			
Standard(s)	6.1, RI.4.3			
Trimester	1	2	3	4
ALL	<p>Student rarely asks good questions to further their knowledge.</p> <p>Student rarely uses evidence to support their thinking.</p>	<p>Student is beginning to ask good questions to further their knowledge.</p> <p>Student is beginning to use evidence to support their thinking.</p>	<p>Student meets expectations and asks good questions to further their knowledge.</p> <p>Student meets expectations and uses evidence to support to their thinking.</p>	<p>Student exceeds expectations and asks good questions to further their knowledge.</p> <p>Student exceeds expectations and uses evidence to support their thinking.</p>

Subject	Social Studies			
Habit	Transfers literacy skills to Social Studies workshop			
Standard(s)	RI 4.7, NJSLA.W8			
Trimester	1	2	3	4
ALL	<p>Student rarely reads critically and paraphrases the key information or ideas presented graphically, visually, orally, or multimodally.</p>	<p>Student can occasionally read critically and paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.</p>	<p>Student meets expectations by reading critically and paraphrasing the key information or ideas presented graphically, visually, orally, or multimodally.</p>	<p>Student exceeds expectations by reading critically and paraphrasing the key ideas and supporting details presented graphically, visually, orally, or multimodally.</p>

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Subject	Social Studies			
Habit	Actively engages during classroom instruction and persists in his/ her learning			
Standard(s)	NJLSA.SL 4.1			
Trimester	1	2	3	4
ALL	Student does not yet/rarely participates in classroom discussions. Student has not yet become a self directed learner.	Student is beginning to participates in classroom discussions. Student is sometimes a self directed learner.	Student meets expectations by participating in classroom discussions and is a self directed learner.	Student exceeds expectations by being actively engaged in discussions, but also extends the discussion for further learning. They are a self directed learner.