

Grade 4

Reading

Reading: Foundations

1. Applies phonics and decoding strategies to determine unknown words

Standard:	RF.4.3, RF.4.3A L.4.4, L.4.4A, L.4.4B, L.4.5			
	1	2	3	4
Middle of Year	Student does not attempt to read words even with prompting (wants to be told)	Able to apply decoding strategies for below level text and with some teacher prompting.	Able to apply decoding strategies for on level reading texts (F&P – Level Q).	Independently and consistently applies decoding strategies for above level texts (F&P – Level R+).
End of Year	Student does not attempt to read words even with prompting (wants to be told)	Able to apply decoding strategies for below level text and with some teacher prompting.	Able to apply decoding strategies for on level reading texts (F&P – Level S).	Independently and consistently applies decoding strategies for above level texts (F&P – Level T+).

2. Reads grade level text accurately and fluently

Standard:	RF.4.4A, RF. 4.4B, RF.4.4C			
	1	2	3	4
Middle of Year	Reads some words accurately with some expression with below level texts. May not heed punctuation.	Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time.	Independently and consistently reads words accurately, with high fluency and expression, on grade level. Heeds punctuation (F&P – Level Q)	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (F&P – Level R+)
End of Year	Reads some words accurately with some expression with below level texts. May not heed punctuation.	Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time.	Independently and consistently reads words accurately, with high fluency and expression, on grade level. Heeds punctuation (F&P – Level S)	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (F&P – Level T+)

Reading: Fiction and Informational

3. Asks and answers questions about text

Standard:	RL.4.1, RI.4.1			
	1	2	3	4
Middle of Year	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in fiction/nonfiction text. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Independently and Consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction on grade level (F&P – Level Q).	Independently and Consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction above grade level. (F&P – Level R+)
End of Year	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in fiction/nonfiction text. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Independently and Consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction on grade level (F&P – Level S).	Independently and Consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction above grade level. (F&P – Level T+)

4. Retells and/or summarizes stories

Standard:	RL. 4.1, RL.4.2			
	1	2	3	4
Middle of Year	Little or no understanding or story structure; limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of the text.	Independently and consistently retells stories with on grade level texts and describes overall structure of the story including beginning, middle and end (F&P – Level Q)	Independently and consistently retells stories with above grade level texts and describes overall structure of the story including beginning, middle and end. (F&P – Level R+)
End of Year	Little or no understanding or story structure; limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of the text.	Independently and consistently retells stories with on grade level texts and describes overall structure of the story including beginning, middle and end (F&P - Level S).	Independently and consistently retells stories with above grade level texts and describes overall structure of the story including beginning, middle and end. (F&P – Level T+)

5. Applies reading comprehension strategies (making connections and inferences)

Standard:	RL.4.7, RL.4.10, RI.4.1			
	1	2	3	4
Middle of Year	Unable to apply learned reading strategies.	With teacher prompting and support, applies learned reading strategies, or only applies reading strategies to below level text.	Independently and consistently applies learned reading strategies to a variety of texts on grade level (F&P - Level Q).	Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level (F&P – Level R+)
End of Year	Unable to apply learned reading strategies.	With teacher prompting and support, applies learned reading strategies, or only applies reading strategies to below level text.	Independently and consistently applies learned reading strategies to a variety of texts on grade level (F&P –Level S).	Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level. (F&P – Level T+)

6. Retells details from non-fiction

Standard:	RI.4.2, RI 4.10			
	1	2	3	4
Middle of Year	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text with teacher prompting and support.	Independently and consistently retells details from on grade level nonfiction text (F&P - Level Q).	Independently and consistently retells major details from an above level nonfiction text and organizes them by heading/topic. (F&P – Level R+)
End of Year	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text with teacher prompting and support.	Independently and consistently retells details from on grade level nonfiction text (F&P - Level S).	Independently and consistently retells major details from an above level nonfiction text and organizes them by heading/topic. (F&P – Level T+)

7. Identifies the main idea and/or theme of a text

Standard:	RL.4.2, RI.4.2			
	1	2	3	4
Middle of Year	Little to no understanding of the main idea/theme of a text.	Requires prompting and support to identify the main idea/theme of a text, or can only apply to below grade level text.	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with on level texts (F&P – Level Q).	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with above level texts. (F&P – Level R+)
End of Year	Little to no understanding of the main idea/theme of a text.	Requires prompting and support to identify the main idea/theme of a text, or can only apply to below grade level text.	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with on level texts (F&P - Level S).	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with above level texts. (F&P – Level T+)

8. Uses evidence from the text to support an idea

Standard:	RL.4.1, RL.4.3, RI.4.3, RI. 4.3, RI4.8, RI.4.9			
	1	2	3	4
Middle/End of Year	Unable to use evidence from the text to support thinking.	With teacher support and prompting can use evidence from the text to support thinking.	Independently and consistently uses evidence from the text to support thinking.	Independently and consistently uses evidence from the text to support thinking in a more sophisticated way

9. Explains differences in genre and text structure

Standard:	RL.4.5, RI.4.5			
	1	2	3	4
Middle/End of Year	Unable to explain differences in genre and text structure.	With teacher prompting and support, can explain differences in genre and text structure.	Independently and consistently explains differences in genre and text structure.	Independently and consistently explains differences in genre and text structure in a more sophisticated way.

10. Compares and contrasts point of view, theme, topic, or text

Standard:	RL.4.6, RL.4.9, RI.4.6			
	1	2	3	4
Middle of Year	Unable to compare and contrast point of view, theme, topic or texts	With teacher support/prompting can compare/contrast point of view, theme, topic or texts, or can only apply to below grade level texts.	Can Independently and Consistently compare/contrast point of view, theme, topic, or texts with on grade level texts (F&P - Level Q).	Independently and consistently demonstrates ability to compare/contrast point of view, theme, topic, or texts with above grade level texts. (F&P – Level R+)
End of Year	Unable to compare and contrast point of view, theme, topic or texts	With teacher support/prompting can compare/contrast point of view, theme, topic or texts, or can only apply to below grade level texts.	Can Independently and Consistently compare/contrast point of view, theme, topic, or texts with on grade level texts (F&P - Level S).	Independently and consistently demonstrates ability to compare/contrast point of view, theme, topic, or texts with above grade level texts. (F&P – Level T+)

11. Uses visual elements in a text to gain meaning (picture, chart, etc.)

Standard:	RL.4.7, RI.4.7			
	1	2	3	4
Middle/End of Year	Unable to use visual elements in a text to gain meaning.	With teacher support/prompting can use visual elements to gain meaning.	Independently and consistently uses visual elements to gain meaning.	Independently and consistently uses visual elements to gain meaning in a more sophisticated way.

Writing

1. Understands and applies the narrative text structure

Standard:	W.4.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

2. Understands and applies the informational text structure

Standard:	W.4.2			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

3. Understands and applies the opinion text structure

Standard:	W.4.1			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

4. Introduction: Can write a lead that introduces an opinion or topic

Standard:	W.4.1A, W.4.2A, W.4.3A			
	1	2	3	4
Middle/End of Year	Unable to use an opening in writing.	Sometimes uses an opening in writing.	Independently and consistently uses an effective opening in writing.	Independently and consistently uses effective and varied openings in writing.

5. Craft: Supports writing with details, dialogue, examples from text, and/or research

Standard:	W.4.1B, W.4.2B, W.4.3, W.4.3B, W.4.3D, W.4.7, W.4.8, W.4.9, W			
	1	2	3	4
Middle/End of Year	Provides minimal details to support a topic.	With teacher prompting and support, provides limited details, examples from texts and/or research to support a topic.	Independently and consistently provides strong and meaningful details, examples from texts and/or research to support a topic.	Independently and consistently provides strong, meaningful and expanded details, examples from texts and/or research to support a topic.

6. **Transitions:** Uses grade level transition words/phrases

Standard:	W.4.1C, W.4.2, W.4.2C W.4.3C			
	1	2	3	4
Middle/End of Year	Unable to use transition words in writing pieces.	With teacher prompting and support can occasionally use transition words in writing.	Independently and consistently uses transition words correctly and appropriately in writing.	Independently and consistently uses more sophisticated transition words correctly and appropriately in writing.

7. **Structure:** Written work is organized (grouped paragraphs) and/or has sequence that unfolds naturally

Standard:	W.4.1.A, W.4.2.A, W.4.3, W.4.3A			
	1	2	3	4
Middle/End of Year	Lacks a beginning, middle and/or end Lacks evidence of paragraphing.	Creates beginning, middle and/or end with teacher support. Attempts at appropriate paragraphing.	Creates a beginning, middle and end independently. With evidence of appropriate paragraphing	Creates a strong introductory and concluding paragraph; related and cohesive supporting paragraphs

8. **Conclusion:** Provides an effective closing in their writing

Standard:	W.4.1D, W.4.2E, W.4.3E			
	1	2	3	4
Middle/End of Year	At times uses a closing in writing.	Uses weak closings in writing.	Independently and consistently uses effective closings in writing pieces.	Independently and consistently uses effective and varied closings in writing pieces.

9. **Conventions:** Edits and improves writing

Standard:	W.4.5			
	1	2	3	4
Middle/End of Year	With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit or revise writing	Requires teacher prompting and support to edit and revise. Unable to peer edit.	Begins to edit and revise own work. Can contribute to peer editing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers.

Language

10. Writes using a variety of complete sentences

Standard:	L.4.1F, L.4.2, L.4.2B, L.4.2C			
	1	2	3	4
Middle/End of Year	Unable to write a complete sentence	With teacher support and prompting, is able to write a variety of complete sentences.	Independently produces a variety of complete sentences that are well structured.	Independently and consistently produces a variety of complete sentences that are well structured at an advanced level.

11. Capitalizes words as needed

Standard:	L.4.2A			
	1	2	3	4
Middle/End of Year	Unable to capitalize words as needed.	Capitalizes some words as needed.	Independently and consistently capitalizes most words as needed.	Independently and consistently capitalizes all words as needed.

12. Uses punctuation correctly (including commas and quotations marks)

Standard:	L.4.2B, L.4.2C, L.4.3B			
	1	2	3	4
Middle/End of Year	Unable to use punctuation that has been taught in writing.	With teacher prompting and support, uses punctuation that has been taught in writing.	Independently and consistently uses punctuation that has been taught in writing.	Independently and consistently uses punctuation that has been taught at more sophisticated levels, or correctly uses untaught punctuation.

13. Uses parts of speech correctly (nouns, verbs, adjectives)

Standard:	L.4.1, L.4.1A, L.4.1B, L.4.1C, L.4.1D, L.4.1E			
	1	2	3	4
Middle/End of Year	Unable to use parts of speech correctly in writing.	Uses parts of speech correctly occasionally in writing.	Uses parts of speech correctly in writing most times.	Independently and consistently uses parts of speech correctly in writing. Rarely makes errors.

14. Spells assigned words correctly

Standard:	L.4.2D			
	1	2	3	4
Middle/End of Year	Student spells less than half of assigned words correctly	Student spells at least half of assigned words correctly.	Occasionally spells all assigned words correctly, and/or with few errors.	Student consistently spells all assigned words correctly.

15. Uses spelling patterns and rules to help spell new words

Standard:	L.4.1G, L.4.2D			
	1	2	3	4
Middle/Year of Year	Unable to use learned spelling skills.	Uses some learned spelling skills.	Uses learned spelling skills. Occasional errors may occur.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).

Speaking and Listening:

16. Speaks clearly with appropriate volume and pace

Standard:	SL.4.4			
	1	2	3	4
Middle/End of Year	Unable to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Runs words, phrases, and sentences together without pauses. Volume/pace interferes with message.	Requires teacher prompting and support to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Uses volume/pace that interferes with message.	Independently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that is appropriate for audience.	Consistently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Use volume and pace that's appropriate for audience. Uses body language and facial expressions to enhance message and hold interest.

17. Actively collaborates/shares with individuals in a discussion

Standard:	SL.4.1			
	1	2	3	4
Middle/End of Year	Unable to engage in a range of collaborative conversations/discussions with diverse partners about <i>grade 4 topics and/or texts</i> with peers and adults in small and larger groups.	With teacher prompting can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and/or texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion. 	Independently engages in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and/or texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> *Pose and respond 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 explain their own ideas and understanding in light of the discussion. 	Independently engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and/or texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Math

Fluency

1. Has instant recall of basic multiplication and division facts

Standard: CC.3.OA.7				
	1	2	3	4
Middle of Year	FFI Level <8	FFI Level 8	FFI Level 9	FFI Level >9
End of Year	FFI Level <9	FFL Level 9	FFI Level 10	FFI Level 11

Operations and Algebraic Thinking

2. Uses models to represent and interpret multiplication equations as a comparison

Standard:	4.OA.1, 4.OA.2			
	1	2	3	4
Middle/End of Year	Unable to use models And multiplication/division equations to represent and interpret comparison problems.	Requires teacher prompting and support to use models and multiplication/division equations to represent and interpret comparison problems.	Consistently and independently uses models and multiplication/division equations to represent and interpret comparison problems.	Meets criteria of a 3 and explains reasoning and is able to construct viable arguments to justify and communicate reasoning.

3. Solves multi-step word problems using the four operations

Standard:	4.OA.2, 4.OA.3, 4.OA.5			
	1	2	3	4
Middle/End of Year	Unable to represent multi-step word problems using equations for unknown quantities and solve these problems using different techniques including to but not limited to the four operations, comparison bars, remainders and patterns.	Requires teacher prompting and support to represent multi-step word problems using equations for unknown quantities and solve these problems using different techniques including to but not limited to the four operations, comparison bars, remainders and patterns.	Consistently and independently able to represent multi-step word problems using equations for unknown quantities and solve these problems using different techniques including, but not limited to the four operations, comparison bars, remainders and patterns.	Meets criteria of a 3, explains reasoning and is able to construct viable arguments to justify and communicate reasoning.

4. Finds all factor pairs for a whole number in the range 1–100

Standard:	4.OA.4			
	1	2	3	4
Middle/End of Year	Unable to determine factor pairs and multiples for whole number in the range 1-100 and to determine whether a number is prime or composite.	Requires teacher prompting and support to determine factor pairs and multiples for whole number in the range 1-100 and to determine whether a number is prime or composite.	Consistently and independently able to determine factor pairs and multiples for whole number in the range 1-100 and to determine whether a number is prime or composite.	Meets criteria of a 3 and explains patterns that exist between multiples and can describe these patterns using words and equations with unknowns.

Numbers and Operations in Base Ten

5. Understands and applies place value of multi-digit whole numbers including rounding

Standard:	4.NBT.1, 4.NBT.2, 4.NBT.3			
	1	2	3	4
Middle/End of Year	Unable to use place value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Requires teacher prompting and support to use place value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Consistently and independently able to use place-value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Meets all the criteria for a 3 and consistently and independently uses place-value understanding to assess the reasonableness of answers in word problems using estimation strategies including rounding, and is able to construct viable arguments to explain answers and critique the reasoning of others.

6. Fluently adds/subtracts multi-digit numbers

Standard:	NBT.4			
	1	2	3	4
Middle/End of Year	Unable to add or subtract multi-digit whole numbers fluently, efficiently and accurately.	Requires teacher prompting and support to add or subtract multi-digit whole numbers fluently, efficiently and accurately.	Consistently and independently able to add or subtract multi-digit whole numbers fluently, efficiently and accurately.	Meets all the criteria for a 3 and applies understanding to addition and subtraction of decimals.

7. Illustrates and explains multi digit multiplication and division calculations by using equations, rectangular arrays, and/or area models

Standard:	NBT.5, NBT. 6			
	1	2	3	4
Middle/End of Year	Unable to use place value understanding to multiply/divide whole digit numbers using equations, rectangular arrays and area models to illustrate and explain their work. Tasks should include, multiplication of whole numbers up to four-digits by a one digit number, multiplication of two digit by two digit whole numbers and division with remainders having dividends up to four digits and a single digit divisor.	Requires teacher prompting and support to use place value understanding to multiply/divide whole digit numbers using equations, rectangular arrays and area models to illustrate and explain their work. Tasks should include, multiplication of whole numbers up to four-digits by a one digit number, multiplication of two digit by two digit whole numbers and division with remainders having dividends up to four digits and a single digit divisor.	Consistently and independently able to use place-value understanding to multiply/divide whole digit numbers using equations, rectangular arrays and area models to illustrate and explain their work. Tasks should include, multiplication of whole numbers up to four-digits by a one digit number, multiplication of two-digit by two digit whole numbers and division with remainders having dividends up to four digits and a single digit divisor	Meets the criteria for a "3" and extends understanding to include multiplication of four-digit or three digit numbers by two digit numbers and division with a two-digit divisor

Numbers and Operations-Fractions

8. Uses models and drawings to compare two fractions with different numerators and different denominators

Standard:	4.NF.1, 4.NF.2, 4.NF.5			
	1	2	3	4
Middle/End of Year	Unable to compare two fractions with different numerators and denominators using models and drawings. Unable to express the comparison using equations with proper mathematical symbols. Consistently and independently able to compare two fractions with different numerators and denominators using models and drawings.	Requires teacher prompting and support to compare two fractions with different numerators and denominators using models and drawings. Requires teacher prompting and support to express the comparison using equations with proper mathematical symbols.	Consistently and independently expresses the comparison using equations with proper mathematical symbols.	Meets all the criteria for a three and can apply factor strategies to make comparisons.

9. Solves problems using addition and subtraction of decimals, fractions and mixed numbers with like denominators

Standard:	4.NF.3, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d			
	1	2	3	4
Middle/End of Year	Unable to solve problems involving adding and subtracting decimals, fractions and mixed numbers with like denominators using visual models and equations to represent the problem.	Requires teacher prompting and support to solve problems involving adding and subtracting decimals, fractions and mixed numbers with like denominators using visual models and equations to represent the problem.	Consistently and independently able to solve problems involving adding and subtracting decimals, fractions and mixed numbers with like denominators using visual models and equations to represent the problem.	Meets all the criteria for a 3 and extends understanding to include unlike denominators (besides those being multiples of 10).

10. Uses models and equations to solves problems involving multiplication of a fraction by a whole number

Standard:	4.NF.4, 4.NF.4a, 4.NF.4b, 4.NF.4c			
	1	2	3	4
Middle/End of Year	Unable to solve problems involving multiplication of a fraction by a whole number using models and equations to represent the problem.	Requires teaching prompting and support to solve problems involving multiplication of a fraction by a whole number using models and equations to represent the problem.	Consistently and independently able to solve problems involving multiplication of a fraction by a whole number using models and equations to represent the problem.	Meets all the criteria for a 3 and extends understanding to include problems involving multiplication of two fractions expressing the solution in simplest form.

11. Writes decimal equivalents for fractions of 10 or 100

Standard:	4.NF.6			
	1	2	3	4
Middle/End of Year	Unable to write decimal equivalents for fractions of with denominators of 10 or 100.	Requires teacher prompting and support to write decimal equivalents for fractions of with denominators of 10 or 100.	Consistently and independently able to write decimal equivalents for fractions of with denominators of 10 or 100.	Meets all the criteria for a 3 and extends understanding to include fractions with denominators of 1,000 and 10,000.

12. Recognizes and compares the two decimals to the hundredths place

Standard:	4.NF.7			
	1	2	3	4
Middle/End of Year	Unable to compare two decimals to the hundredths place referring to the same whole, record the comparison using $<$, $=$, or $>$ symbols and justify comparison with visual models.	Requires teacher prompting and support to compare two decimals to the hundredths place referring to the same whole, record the comparison using $<$, $=$, or $>$ symbols and justify comparison with visual models.	Consistently and independently able to compare two decimals to the hundredths place referring to the same whole, record the comparison using $<$, $=$, or $>$ symbols and justify comparison with visual models.	Meets all the criteria for a 3 and extends understanding to include decimals to the thousandths place

Measurement and Data

13. Solves problems involving measurement and conversion of measurements

Standard:	4.MD.1, 4.MD.2, .4.MD.3			
	1	2	3	4
Middle/End of Year	Unable to do each of the following Measure attributes of objects in the customary and metric systems. Make measurement conversion within one system of measurement. Solves problems using the four operations involving measurable quantities (time, distance, money and physical attributes of objects).Solves problems using the formulas for area and perimeter.	Requires teacher prompting and support to do each of the following Measure attributes of objects in the customary and metric systems. Make measurement conversion within one system of measurement. Solves problems using the four operations involving measurable quantities (time, distance, money and physical attributes of objects). Solves problems using the formulas for area and perimeter.	Consistently and independently able to do each of the following: Measure attributes of objects in the customary and metric systems. Make measurement conversion within one system of measurement. Solves problems using the four operations involving measurable quantities (time, distance, money and physical attributes of objects).Solves problems using the formulas for area and perimeter.	Meets all the criteria for a 3 and is able to: Perform measurement conversions between systems using equations. Solve problems using the formula for volume.

14. Solves problems involving addition and subtraction of fractions using a line plot

Standard:	4.MD.4			
	1	2	3	4
Middle/End of Year	Unable to do each of the following: Represent data on a line plots with unit fraction scales. Read data from a line plot with a unit fraction scale and use the data to solve problems. Use a line plot with unit fraction scales to model addition and subtraction of fractions.	Requires teacher prompting and support to do each of the following: Represent data on a line plot with unit fraction scales. Read data from a line plot with a unit fraction scale and use the data to solve problems. Use a line plot with unit fraction scales to model addition and subtraction of fractions.	Consistently and independently able to do each of the following: Represent data on a line plots with unit fraction scales. Read data from a line plot with a unit fraction scale and use the data to solve problems. Use a line plot with unit fraction scales to model addition and subtraction of fractions.	Meets all the criteria for a 3 and extends understanding to include multi-step problems involving time conversions and fractions.

15. Measures angles using a protractor and recognizes how an angle is measured in reference to a circle

Standard:	4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7			
	1	2	3	4
Middle/End of Year	Unable to do each of the following: Identify using proper vocabulary, measure and draw angles in a circle. Express an angle drawn in a circle as a fraction of the circle. Measure angles with protractors. Solve problems involving addition and subtraction of angle measures using equations with symbols for unknowns to represent the problem.	Requires teacher prompting and support to do each of the following: Identify using proper vocabulary, measure and draw angles in a circle. Express an angle drawn in a circle as a fraction of the circle. Measure angles with protractors. Solve problems involving addition and subtraction of angle measures using equations with symbols for unknowns to represent the problem.	Consistently and independently able to do each of the following: Identify using proper vocabulary, measure and draw angles in a circle. Express an angle drawn in a circle as a fraction of the circle. Measure angles with protractors. Solve problems involving addition and subtraction of angle measures using equations with symbols for unknowns to represent the problem.	Meets all the criteria for a 3 and applies concepts to solve problems involving circle graphs.

Geometry

16. Identifies and draws points, lines, line segments, rays and angles

Standard:	4.G.1			
	1	2	3	4
Middle/End of Year	Unable to draw, describe, identify points, lines, line segments, rays and angles and recognize these objects in two-dimensional figures.	Requires teacher prompting and support to draw, describe, identify points, lines, line segments, rays and angles and recognize these objects in two-dimensional figures.	Consistently and independently draws, describes, identifies points, lines, line segments, rays, parallel lines, perpendicular lines, and angles and recognizes these objects in two-dimensional figures. Proper vocabulary must be used.	Meets all the criteria for a 3 and also compares and contrasts these objects using proper mathematical vocabulary.

17. Classifies shapes by the properties of their lines and angles

Standard:	4.G.2, 4.G.3			
	1	2	3	4
Middle/End of Year	<p>Unable to do each of the following: Draw, classify and sort triangles and quadrilaterals by their angles and sides.</p> <p>Decompose quadrilaterals and triangles into other figures. Recognize and draw lines of symmetry. Identify objects with line symmetry.</p>	<p>Requires teacher prompting and support to do each of the following: Draw, classify and sort triangles and quadrilaterals by their angles and sides. Decompose quadrilaterals and triangles into other figures. Recognize and draw lines of symmetry. Identify objects with line symmetry</p>	<p>Consistently and independently does each of the following: Draw, classify and sort triangles and quadrilaterals by their angles and sides. Decompose quadrilaterals and triangles into other figures. Recognize and draw lines of symmetry. Identify objects with line symmetry. Proper vocabulary must be used.</p>	<p>Meets criteria of a 3, classifies two-dimensional shapes in a hierarchy and justifies these c classifications using mathematical vocabulary.</p>

Science

1. Solar System: Demonstrates understanding of concepts and vocabulary

Standard: E.4.4				
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments, quizzes, and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

2. Structures of Life: Demonstrates understanding of concepts and vocabulary

Standard: F.4.1, F.4.2, F.4.3, F4.4				
	1	2	3	4
Middle/End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Independently uses and applies pertinent vocabulary to explain science concepts during discussions, experiments, quizzes, and written prompts	Independently extends knowledge of content area through independent posters, reports, or projects connected to the topic

3. Water Unit: Demonstrates understanding of concepts and vocabulary

Standard: D.4.1-D.4.5				
	1	2	3	4
Middle/End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Independently uses and applies pertinent vocabulary to explain science concepts during discussions, experiments, quizzes, and written prompts	Independently extends knowledge of content area through independent posters, reports, or projects connected to the topic

4. Magnetism and Electricity: Demonstrates understanding of concepts and vocabulary

Standard: D.4.8				
	1	2	3	4
Middle/End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Independently uses and applies pertinent vocabulary to explain science concepts during discussions, experiments, quizzes, and written prompts	Independently extends knowledge of content area through independent posters, reports, or projects connected to the topic

5. Participates in investigations and applies skills such as observing, classifying, measuring and communicating

Standard: A.4.1-A.4.5 B.4.1-B.4.3 C.4.1-C.4.8				
	1	2	3	4
Middle/End of Year	Does not follow a plan for the investigation. Does not always choose appropriate tools and measurements. Attempts to measure, draw, record, and discuss scientifically, but not with details.	With teacher support, student can follow a plan for the investigation and choose appropriate materials. Can measure, draw, record, and discuss scientifically with some details and accuracy.	Independently follows a plan for the investigation and chooses appropriate materials. Can independently measure , draw, record, and discuss scientifically with proper details and accuracy.	Independently and consistently follows a plan for the investigation and chooses appropriate materials. Can independently measure , draw, record, and discuss scientifically with proper details and accuracy. Able to take on leadership role to accurately direct peers and facilitate the learning of others.

Social Studies

1. Demonstrates an understanding of concepts and vocabulary

Standard: B.4.1, B.4.4, B.4.7, C.4.2, C.4.4, E.4.11, E.4.13, E.4.14				
	1	2	3	4
Middle/End of Year	Student shows no understanding of basic concepts and vocabulary.	Student shows some understanding of vocabulary and concepts through discussions, assignments, tests, and/or activities.	Shows understanding of vocabulary and concepts through discussions, assignments, tests, and/or activities.	Consistently uses and applies vocabulary and shows knowledge of concepts during discussions, on assignments, tests and/or activities.

2. Uses map skills

Standard:	A4.1, A4.2, A4.3			
	1	2	3	4
Middle/End of Year	Is unable to apply grade level mapping skills	Needs teacher assistance when using map skills. Work completed independently with some accuracy.	Independently uses map skills with accuracy.	Independently and consistently applies map skills accurately

Hawk Way: Behaviors that Support Learning: Grades K - 5

4	Consistently demonstrates age/grade appropriate behavior; assumes leadership responsibilities in the classroom and encourages and supports other classmates.
3	Consistently demonstrates age/grade appropriate social and academic behaviors; meets the expected standard without teacher reminders.
2	Inconsistently demonstrates or needs reminders to meet expectations as communicated by the teacher.
1	These behaviors are interfering with their learning and possibly the learning of others.

Shows respect to peers and adults

Shows respect for property

Accepts responsibility for his/her own actions

Works cooperatively

Uses work time wisely

Keeps hands/feet to self

Listens to and follows directions

Talks at appropriate times

Uses organizational skills

Completes and returns homework on time

Works independently

Follows school expectations (hallway, lunchroom, bathroom, playground)