

## Grading Benchmarks - FOURTH GRADE

### READING

#### 1. Reads at Grade Level

MP	1	2	3	4
1st	Reads at a level N or below	Reads at a level O	Reads at a level P	Reads at a level Q or above
2nd	Reads at a level O or below	Reads at a level P	Reads at a level Q	Reads at a level R or above
3rd	Reads at a level P or below	Reads at a level Q	Reads at a level R	Reads at a level S or above
4th	Reads at a level Q or below	Reads at a level R	Reads at a level S	Reads at a level T or above

*Reading level is indicated by the Fountas and Pinnell Benchmark Assessment System*

#### 2. Reads with comprehension: Literal

*Demonstrates literal comprehension in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Student summarizes with details, demonstrating limited or incomplete comprehension of the text. Student asks and answers irrelevant or insignificant literal questions.	Student summarizes with textual ideas and details, demonstrating partial comprehension of the text. Student asks and answers literal questions.	Student summarizes a text with relevant textual ideas and details, demonstrating comprehension of the text. Student asks and answers literal questions to uncover main ideas and details of the text.	Student summarizes a text with relevant textual ideas and details, demonstrating an extended comprehension of the text. Student asks and answers literal questions to compare and contrast story elements/text structures.
2nd	Student identifies story elements including characters and setting.	Student identifies story elements including characters, setting, and plot.	Student identifies story elements including characters, setting, plot, and point of view.	Student identifies story elements including characters, setting, plot events, point of view, rising action, climax, and resolution.

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3rd	<p>Student does not use text features to locate facts and information. Student cannot identify text structure.</p> <p>Student uses a graphic organizer to write a summary, but omits important details and/or include irrelevant details.</p> <p>Student uses self-monitoring strategies (pausing and rereading) but is unable to clarify meaning.</p> <p>Student uses irrelevant prior experiences, background knowledge and/or the text to form mental and sensory images.</p>	<p>Student uses text features (glossary, index, table of contents) to locate facts and information.</p> <p>Student identifies problem/solution text structure.</p> <p>Student uses a graphic organizer to compose a summary that includes ideas and details from a text.</p> <p>Student uses self-monitoring strategies (pausing and rereading) to clarify meaning when comprehension breaks down.</p> <p>Student uses prior experiences, background knowledge and/or the text to form mental and sensory images.</p>	<p>Student uses text features (glossary, index, table of contents) to locate important facts and information.</p> <p>Student identifies multiple text structures: problem/solution, procedural, and descriptive.</p> <p>Student uses a graphic organizer to compose a summary that includes the key ideas and details of a text.</p> <p>Student uses self-monitoring strategies (pausing, rereading, and sequencing) to clarify meaning when comprehension breaks down.</p> <p>Student uses prior experiences, background knowledge and the text to form mental and sensory images that enhance comprehension of the text.</p>	<p>Student uses text features (glossary, index, table of contents, photographs, diagrams) to locate important facts and information.</p> <p>Student identifies multiple text structures: problem/solution, procedural, descriptive, cause/effect, and compare/contrast.</p> <p>Student uses a graphic organizer to compose a summary that includes key ideas, details and an elaboration of the text (i.e. theme or connection).</p> <p>Student uses multiple self-monitoring strategies (pausing, rereading, sequencing, questioning) to enhance the comprehension of the text.</p> <p>Student uses prior experiences, background knowledge and the text to form mental and sensory images which aid in making connections and constructing deeper meaning of the text.</p>
4th	<p>Student incorrectly identifies the roles of characters in a story.</p> <p>Student cannot identify sources of information an author uses to write a text.</p> <p>Student cannot identify perspectives of different characters in a text.</p>	<p>Student identifies the roles of characters in a story.</p> <p>Student identifies possible sources of information an author uses to write a text.</p> <p>Student identifies the perspectives of different characters in a text.</p>	<p>Student identifies the roles of characters in a story using supporting textual evidence.</p> <p>Student identifies relevant sources of information an author uses to write a text.</p> <p>Student identifies the perspectives of different characters in a text, citing supporting evidence.</p>	<p>Student identifies the roles of characters in a story, noting that characters can be multi-dimensional.</p> <p>Student identifies multiple, relevant sources of information an author uses to write a text.</p> <p>Student compares and contrasts the perspectives of different characters in a text.</p>

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### 3. Reads with comprehension: Inferential

*Demonstrates inferential comprehension in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Student makes incomplete or irrelevant predictions which do not enhance the comprehension of the text.	Student makes predictions using prior knowledge, text structure, and text features which may not enhance the comprehension of the text.	Student makes predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text.	Student makes insightful and mature predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text.
2nd	<p>Student does not activate background knowledge and/or makes irrelevant connections between the text and prior experiences.</p> <p>Student does not make inferences or makes irrelevant inferences without using prior experience or text details.</p> <p>Student does not or incorrectly revises and expands on inferences.</p> <p>Student draws inaccurate conclusions about characters.</p> <p>Student determine an irrelevant theme for a story.</p>	<p>Student activates background knowledge to make connections between the text and prior experiences which may not enrich the meaning of the text.</p> <p>Student makes incomplete inferences using prior experience and/or text details to clarify unknown words and concepts.</p> <p>Student partially revises and expands on inferences based on new knowledge.</p> <p>Student draws conclusions about characters, which do not enhance the meaning of the text.</p> <p>Student determines a possible theme of a story.</p>	<p>Student activates background knowledge to make connections between the text and prior experiences which enrich the meaning of the text.</p> <p>Student makes inferences using prior experience and text details to clarify unknown words and concepts.</p> <p>Student revises and expands on inferences based on new knowledge.</p> <p>Student draws conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text.</p> <p>Student determines an important theme of a story using characters, setting, and author's purpose.</p>	<p>Student strategically activates background knowledge to make insightful connections between the text and prior experiences which enrich the meaning of the text.</p> <p>Student makes thorough and insightful inferences using sophisticated prior experience and text details to clarify unknown words and concepts.</p> <p>Student strategically revises and expands on inferences based on relevant new knowledge.</p> <p>Student draws sophisticated conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text.</p> <p>Student determines an important theme of a story and connects it to other texts, self, or world event.</p>

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3rd	<p>Student does not use text features to make inferences about a text.</p> <p>Student asks irrelevant questions about the author and content of a text.</p> <p>Student takes irrelevant and/or incomplete notes about a character.</p>	<p>Student uses a text feature (photographs, diagrams) to make inferences about a text.</p> <p>Student asks basic questions about the author and the content in order to evaluate the authenticity of information.</p> <p>Student takes notes about characters' words, thoughts, and actions, using a graphic organizer.</p>	<p>Student uses multiple text features (photographs, diagrams) to make inferences that enhance the meaning of the text.</p> <p>Student asks questions about the author and the content in order to evaluate the authenticity of information.</p> <p>Student forms opinions about characters using notes on characters' words, thoughts and actions.</p>	<p>Student uses multiple text features (photographs, diagrams) to make meaningful inferences about important information in a text.</p> <p>Student asks meaningful and insightful questions about the author and the content in order to evaluate the authenticity of information.</p> <p>Student forms opinions about characters using notes on characters' words, thoughts and actions and text-to-world connections.</p>
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4th	<p>Student draws irrelevant or incomplete conclusions about characters based on their role in the story.</p> <p>Student cannot identify how gender, wealth and class influence a character's role in a story.</p> <p>Student inaccurately or incompletely determines the author's motives and purposes for writing.</p> <p>Student inaccurately or incompletely identifies how the time period and culture influence a text.</p> <p>Student inaccurately compares and contrasts alternative perspectives between texts.</p> <p>Student does not recognize or inaccurately identifies bias in a text.</p> <p>Student makes an irrelevant judgment about a text.</p>	<p>Student draws conclusions about characters based on their role in the story.</p> <p>Student identifies how gender, wealth and class influence a character's role in a story.</p> <p>Student determines the author's motives and purposes for writing.</p> <p>Student identifies how the time period or culture influence a text.</p> <p>Student compares and contrasts alternative perspectives between texts.</p> <p>Student recognizes bias in a text.</p> <p>Student makes a judgment about a text.</p>	<p>Student draws conclusions about characters based on their role in the story and supports conclusions with textual evidence.</p> <p>Student analyzes how gender, wealth and class influence a character's role in a story and supports with specific textual evidence.</p> <p>Student determines the author's motives and purposes for writing, citing specific textual evidence as support.</p> <p>Student identifies how the time period and culture influence a text, citing specific textual evidence as support.</p> <p>Student compares and contrasts alternative perspectives between texts to evaluate information.</p> <p>Student recognizes and identifies bias in a text and provides specific supporting evidence.</p> <p>Student makes a judgment about a text and supports with specific evidence.</p>	<p>Student draws sophisticated conclusions about characters based on their role in the story and supports conclusions with multiple pieces of textual evidence.</p> <p>Student analyzes how gender, wealth and class influence a character's role in a story from multiple perspectives and provides supporting textual evidence.</p> <p>Student analyzes how an author's purpose and motives can impact a story.</p> <p>Student analyzes how the time period and culture impact a text.</p> <p>Student compares and contrasts alternative perspectives among multiple texts to evaluate information and determine author's purpose.</p> <p>Student analyzes how an author's bias impacts a text.</p> <p>Student makes an insightful judgment about a text and supports with specific evidence.</p>
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## Grading Benchmarks - FOURTH GRADE

### 4. Reads with fluency

*Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts*

MP	1	2	3	4
ALL	<p>Student reads primarily word-by-word with occasional but infrequent or inappropriate phrasing.</p> <p>Student reads without smooth or expressive interpretation.</p> <p>Student makes irregular pauses.</p> <p>Student does not pay attention to author's meaning or punctuation.</p> <p>Student reads without stress or uses inappropriate stress.</p> <p>Student reads with a slow rate.</p>	<p>Student reads primarily in two-word phrases with some three- and four-word groups.</p> <p>Student reads with almost no smooth, expressive interpretation.</p> <p>Student almost never pays attention to author's meaning or punctuation.</p> <p>Student reads with no stress most of the time.</p> <p>Student reads with a slow rate most of the time.</p>	<p>Student reads primarily in three- and four- word phrase groups.</p> <p>Student reads with some smooth, expressive interpretation.</p> <p>Student uses some pausing guided by author's meaning and punctuation.</p> <p>Student reads with mostly appropriate stress and rate with some slowdowns.</p>	<p>Student reads in larger, meaningful phrases or word groups.</p> <p>Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation.</p> <p>Student uses the appropriate stress and rate with only a few slowdowns.</p>

*Fluency criteria indicated by the Fountas and Pinnell Benchmark Assessment System*

### 5. Demonstrates stamina

*Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.*

MP	1	2	3	4
1st	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for thirty (30) minutes	Student inconsistently demonstrates stamina during reading and writing workshop for thirty (30) minutes	Student demonstrates stamina during reading and writing workshop for thirty (30) minutes	Student demonstrates stamina during reading and writing workshop for greater than thirty (30) minutes
2nd	Student is unable to demonstrate stamina during reading and writing workshop for thirty (30) minutes	Student inconsistently demonstrates stamina during reading and writing workshop for thirty (30) minutes	Student demonstrates stamina during reading and writing workshop for thirty (30) minutes	Student demonstrates stamina during reading and writing workshop for greater than thirty (30) minutes
3rd	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for thirty-five (35) minutes	Student inconsistently demonstrates stamina during reading and writing workshop for thirty-five (35) minutes	Student demonstrates stamina during reading and writing workshop for thirty-five (35) minutes	Student demonstrates stamina during reading and writing workshop for greater than thirty-five (35) minutes
4th	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for forty (40) minutes	Student inconsistently demonstrates stamina during reading and writing workshop for forty (40) minutes	Student demonstrates stamina during reading and writing workshop for forty (40) minutes	Student demonstrates stamina during reading and writing workshop for greater than forty (40) minutes

## Grading Benchmarks - FOURTH GRADE

### WRITING

#### 1. Generates, expresses, and supports ideas clearly

MP	1	2	3	4
1st - 2nd	<p>Writing attempts a single focus from beginning to end but may drift</p> <p>Lacks a clear opening</p> <p>Few details are included and/or support the topic incompletely</p> <p>Details may lack organization and/or transition</p> <p>Lacks a clear closing</p>	<p>Writing has a single focus from beginning to end</p> <p>Attempts an opening to establish the focus</p> <p>Details support the topic</p> <p>Details are organized with some transitions</p> <p>Attempts a clear closing</p>	<p>Writing has a single focus, engaging the reader from beginning to end</p> <p>Opening grabs the reader's attention and establishes the focus of the piece</p> <p>Details support and elaborate on the topic</p> <p>Details are clearly organized with transitions</p> <p>Clear closing is included</p>	<p>Writing has a clear, single focus, appropriate to the genre or audience</p> <p>Opening grabs the reader's attention and clearly sets the tone of the writing piece</p> <p>Details are carefully chosen and used purposefully in paragraphs to enhance the reader's understanding</p> <p>Details are clearly organized, transitioning in a smooth and purposeful sequence</p> <p>Closing provides a connection back into the writing piece</p>
3rd - 4th	<p>Writing has a single focus from beginning to end but may drift</p> <p>Opening does not clearly establish the focus</p> <p>Few details are included and/or support the topic incompletely</p> <p>Details are organized with some transition</p> <p>Lacks a clear closing</p>	<p>Writing has a single focus</p> <p>Opening establishes the focus of the piece</p> <p>Details support the topic.</p> <p>Details are logically organized with transitions</p> <p>Clear closing is included</p>	<p>Writing has a clear, single focus, appropriate to the genre or audience</p> <p>Opening grabs the reader's attention and clearly sets the tone of the writing piece</p> <p>Details are carefully chosen and used purposefully to enhance the reader's understanding</p> <p>Details are clearly organized, transitioning in a smooth and purposeful sequence</p> <p>Closing provides a connection back into the writing piece</p> <p>Attempts to use paragraphs to group related information together</p>	<p>Writing has a cohesive, single focus, appropriate to the genre or audience</p> <p>Opening grabs the reader's attention and clearly establishes the direction of the piece</p> <p>Details are specific, thorough, varied, and engaging.</p> <p>Organization of the details enhance the quality of the piece and the reader's experience</p> <p>Closing provides a sense of satisfaction to the reader by extending the ideas in the piece</p> <p>Uses paragraphs throughout to organize or group related information</p>

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### 2. Uses a variety of words and descriptive phrases

MP	1	2	3	4
1st - 2nd	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words May not use figurative language	Incorporates a limited variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration, onomatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)	Consistently incorporates a variety of words throughout the piece When appropriate, uses descriptive and figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)
3rd - 4th	Incorporates a limited variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration, onomatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive and figurative language (similes, metaphors, alliteration, onomatopoeia)	Consistently incorporates a variety of words throughout the piece When appropriate, uses descriptive and figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)	Incorporates a variety of purposefully chosen and/or sophisticated words, to convey the author's ideas When appropriate, uses vividly descriptive and unique figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)

### 3. Varies sentence type and length

MP	1	2	3	4
1st - 2nd	Uses sentences with similar lengths and structures Lacks dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses linking/transitional words and phrases	Uses a variety of sentence lengths and structures, including complex, simple and compound Includes meaningful dialogue (narrative writing) Uses varied linking/transitional words and phrases with purpose (i.e. time order, cause/effect)

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3rd - 4th	<p>Uses a variety of sentences, including simple and compound Includes varied sentence length When appropriate, includes dialogue Uses linking words</p>	<p>Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses linking/transitional words and phrases</p>	<p>Uses a variety of sentence lengths and structures, including complex, simple and compound Includes meaningful dialogue (narrative writing) Uses varied linking/transitional words and phrases with purpose (i.e. time order, cause/effect)</p>	<p>Uses a variety of sentence lengths and structures, including complex, simple and compound for fluency Includes meaningful dialogue for effect (narrative writing) Uses varied and sophisticated linking/transitional words and phrases with purpose (i.e. time order, cause/effect)</p>
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### 4. Uses conventions appropriately (mechanics and grammar)

MP	1	2	3	4
1st - 2nd	<p>Uses end punctuation consistently Uses commas in dates and to separate single words in a series. Capitalizes the first word in a sentence, I, dates, and names of people</p>	<p>Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names</p>	<p>Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles</p>	<p>Uses a variety of end punctuation appropriately for effect Uses commas and quotations to cite information from a text; uses commas before coordinating conjunctions in compound sentences Uses apostrophes appropriately Follows all capitalization rules</p>
3rd - 4th	<p>Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, and names of people, holidays, product names, and geographic names</p>	<p>Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles</p>	<p>Uses a variety of end punctuation appropriately for effect Uses commas and quotations to cite information from a text; uses commas before coordinating conjunctions in compound sentences Uses apostrophes appropriately Follows all capitalization rules</p>	<p>Uses commas to separate an introductory element, to set off a tag question, and to indicate a direct address Uses underlining/italics and quotation marks to indicate titles of works</p>

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### 5. Uses spelling patterns correctly

MP	1	2	3	4
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors

### 6. Applies editing and revision strategies

MP	1	2	3	4
ALL	Does not show evidence of revision Does not show evidence of editing	Revises writing by adding and/or deleting words and details Attempts to edit for spelling, capitalization, and punctuation	Revises writing by adding, deleting, and changing words and details to support the meaning and organization Edits for grade-level spelling, capitalization, and punctuation	Revises writing by adding, deleting, changing, rearranging, and moving words and sentences to enhance the meaning and organization Edits for above grade-level spelling, capitalization, and punctuation

### 7. Demonstrates keyboarding skills

MP	1	2	3	4
1st-2nd	Student can type nine (9) words or fewer per minute.	Student can type ten to fourteen (10-14) words per minute.	Student can type fifteen to nineteen (15-19) words per minute.	Student can type twenty (20) or more words per minute.
3rd-4th	Student can type ten to fourteen (10-14) words per minute.	Student can type fifteen to nineteen (15-19) words per minute.	Student can type twenty to twenty-four (20-24) words per minute.	Student can type twenty-five (25) or more words per minute.

## Grading Benchmarks - FOURTH GRADE

### LISTENING AND SPEAKING

#### 1. Engages in collaborative discussions

MP	1	2	3	4
ALL	<p>Student follows agreed-upon rules for discussions including gaining the floor in respectful ways.</p> <p>Student builds on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Student comes to discussions prepared and draws on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Student asks questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Student explains their own ideas and understanding in light of the discussion.</p>	<p>Student poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others.</p> <p>Student reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion.</p>	<p>Student poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others.</p> <p>Student reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.</p>

#### 2. Expresses ideas clearly

MP	1	2	3	4
ALL	<p>Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Student reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.</p>	<p>Student reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.</p>

#### 3. Demonstrates listening skills for comprehension

MP	1	2	3	4
ALL	<p>Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Student determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student asks and answers questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Student paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student identifies the reasons and evidence a speaker provides to support particular points.</p>	<p>Student summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.</p>

## Grading Benchmarks - FOURTH GRADE

### Mathematics

#### 1. Understands and applies mathematical concepts

MP	1	2	3	4
1st	<p>Student rarely uses patterns to extend basic addition/subtraction facts.</p> <p>Student rarely understands and uses the inverse relationship between multiplication and division.</p> <p>Student rarely classifies and creates 2-dimensional figures, using attributes.</p> <p>Student rarely understands place value in multi-digit numbers.</p> <p>Student rarely compares and orders multi-digit numbers.</p> <p>Student rarely represents and analyzes data using tallies/bar graphs/line plots.</p>	<p>Student sometimes uses patterns to extend basic addition/subtraction facts.</p> <p>Student sometimes understands and uses the inverse relationship between multiplication and division.</p> <p>Student sometimes classifies and creates 2-dimensional figures, using attributes.</p> <p>Student sometimes understands place value in multi-digit numbers.</p> <p>Student sometimes compares and orders multi-digit numbers.</p> <p>Student sometimes represents and analyzes data using tallies/bar graphs/line plots.</p>	<p>Student consistently uses patterns to extend basic addition/subtraction facts.</p> <p>Student consistently understands and uses the inverse relationship between multiplication and division.</p> <p>Student consistently classifies and creates 2-dimensional figures, using attributes.</p> <p>Student consistently understands place value in multi-digit numbers.</p> <p>Student consistently compares and orders multi-digit numbers.</p> <p>Student consistently represents and analyzes data using tallies/bar graphs/line plots.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
2nd	<p>Student rarely uses patterns to extend basic multiplication facts.</p> <p>Student rarely understands and uses the inverse relationship between multiplication and division.</p> <p>Student rarely relates fractions to decimals.</p> <p>Student rarely compares and orders decimals (hundredths).</p>	<p>Student sometimes uses patterns to extend basic multiplication facts.</p> <p>Student sometimes understands and uses the inverse relationship between multiplication and division.</p> <p>Student sometimes relates fractions to decimals.</p> <p>Student sometimes compares and orders decimals (hundredths).</p>	<p>Student consistently uses patterns to extend basic multiplication facts.</p> <p>Student consistently understands and uses the inverse relationship between multiplication and division.</p> <p>Student consistently relates fractions to decimals.</p> <p>Student consistently compares and orders decimals (hundredths).</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

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3rd	<p>Student rarely identifies a fraction of a set and a region.</p> <p>Student rarely relates a fraction to the ONE or whole.</p> <p>Student rarely names equivalent fractions.</p> <p>Student rarely compares and orders fractions.</p> <p>Student rarely understands area.</p> <p>Student rarely relates reflection to symmetry.</p>	<p>Student sometimes identifies a fraction of a set and a region.</p> <p>Student sometimes relates a fraction to the ONE or whole.</p> <p>Student sometimes names equivalent fractions.</p> <p>Student sometimes compares and orders fractions.</p> <p>Student sometimes understands area.</p> <p>Student sometimes relates reflection to symmetry.</p>	<p>Student consistently identifies a fraction of a set and a region.</p> <p>Student consistently relates a fraction to the ONE or whole.</p> <p>Student consistently names equivalent fractions.</p> <p>Student consistently compares and orders fractions.</p> <p>Student consistently understands area.</p> <p>Student consistently relates reflection to symmetry.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
4th	<p>Students rarely identifies 3-dimensional solids.</p> <p>Student rarely relates units of weight.</p> <p>Student rarely understands volume.</p> <p>Student rarely estimates capacity.</p> <p>Student rarely interprets/represents signed numbers.</p> <p>Student rarely understands and uses unit price.</p>	<p>Students sometimes identifies 3-dimensional solids.</p> <p>Student sometimes relates units of weight.</p> <p>Student sometimes understands volume.</p> <p>Student sometimes estimates capacity.</p> <p>Student sometimes interprets/represents signed numbers.</p> <p>Student sometimes understands and uses unit price.</p>	<p>Students consistently identifies 3-dimensional solids.</p> <p>Student consistently relates units of weight.</p> <p>Student consistently understands volume.</p> <p>Student consistently estimates capacity.</p> <p>Student consistently interprets/represents signed numbers.</p> <p>Student consistently understands and uses unit price.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

## Grading Benchmarks - FOURTH GRADE

### 2. Recalls math facts with speed and accuracy

MP	1	2	3	4
1st	Student rarely knows multiplication facts within 100.	Student sometimes knows multiplication facts within 100.	Student consistently knows multiplication facts within 100.	Student builds and can explain connections between facts to extend fact range.
2nd	Student rarely knows multiplication facts within 100. Student rarely knows division facts within 100.	Student sometimes knows multiplication facts within 100. Student sometimes knows division facts within 100.	Student consistently knows multiplication facts within 100. Student consistently knows division facts within 100.	Student builds and can explain connections between facts to extend fact range.
3rd	Student rarely knows multiplication facts within 100. Student rarely knows division facts within 100.	Student sometimes knows multiplication facts within 100. Student sometimes knows division facts within 100.	Student consistently knows multiplication facts within 100. Student consistently knows division facts within 100.	Student builds and can explain connections between facts to extend fact range.
4th	Student rarely knows multiplication facts within 100. Student rarely knows division facts within 100.	Student sometimes knows multiplication facts within 100. Student sometimes knows division facts within 100.	Student consistently knows multiplication facts within 100. Student consistently knows division facts within 100.	Student builds and can explain connections between facts to extend fact range.

### 3. Computes accurately

MP	1	2	3	4
1st	Student rarely finds the sum of multi-digit numbers. Student rarely finds the difference between multi-digit numbers. Student rarely Identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of multi-digit numbers. Student sometimes finds the difference between multi-digit numbers. Student sometimes Identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of multi-digit numbers. Student consistently finds the difference between multi-digit numbers. Student consistently Identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum and difference of multi-digit numbers and checks their own accuracy. Student compares/contrasts efficiency of computational methods.

## Grading Benchmarks - FOURTH GRADE

2nd	<p>Student rarely finds the product of 2-digit numbers.</p> <p>Student rarely finds the sum and difference of decimals.</p> <p>Student rarely finds the sum and difference of fractions with like denominators.</p> <p>Student rarely divides a whole number by a 1-digit divisor.</p> <p>Student rarely identifies the appropriate operation to use to solve problems.</p>	<p>Student sometimes finds the product of 2-digit numbers.</p> <p>Student sometimes finds the sum and difference of decimals.</p> <p>Student sometimes finds the sum and difference of fractions with like denominators.</p> <p>Student sometimes divides a whole number by a 1-digit divisor.</p> <p>Student sometimes identifies the appropriate operation to use to solve problems.</p>	<p>Student consistently finds the product of 2-digit numbers.</p> <p>Student consistently finds the sum and difference of decimals.</p> <p>Student consistently finds the sum and difference of fractions with like denominators.</p> <p>Student consistently divides a whole number by a 1-digit divisor.</p> <p>Student consistently identifies the appropriate operation to use to solve problems.</p>	<p>Student uses a combination of strategies and algorithms to find the product of 2-digit numbers, the sum and difference of decimals, and the sum and difference of fractions with like denominators.</p> <p>Student uses a combination of strategies and algorithms to divide a whole number by a 1-digit divisor.</p> <p>Student checks their own computation for accuracy.</p> <p>Student compares/contrasts efficiency of computational methods.</p>
3rd	<p>Student rarely finds the product of a whole number and a fraction.</p> <p>Student rarely finds the product of a whole number and a decimal (hundredths).</p> <p>Student rarely identifies the appropriate operation to use to solve problems.</p>	<p>Student sometimes finds the product of a whole number and a fraction.</p> <p>Student sometimes finds the product of a whole number and a decimal (hundredths).</p> <p>Student sometimes identifies the appropriate operation to use to solve problems.</p>	<p>Student consistently finds the product of a whole number and a fraction.</p> <p>Student consistently finds the product of a whole number and a decimal (hundredths).</p> <p>Student consistently identifies the appropriate operation to use to solve problems.</p>	<p>Student uses a combination of strategies and algorithms to find the product of a whole number and a fraction or decimal.</p> <p>Student checks their own computation for accuracy.</p> <p>Student compares/contrasts efficiency of computational methods.</p>

## Grading Benchmarks - FOURTH GRADE

4th	<p>Student rarely finds the product of whole numbers and a decimal (hundredths)/fraction.</p> <p>Student rarely divides whole numbers and decimals by a 1-digit divisor(whole).</p> <p>Student rarely identifies the appropriate operation to use to solve problems.</p>	<p>Student sometimes finds the product of whole numbers and a decimal (hundredths)/fraction.</p> <p>Student sometimes divides whole numbers and decimals by a 1-digit divisor(whole).</p> <p>Student sometimes identifies the appropriate operation to use to solve problems.</p>	<p>Student consistently finds the product of whole numbers and a decimal (hundredths)/fraction.</p> <p>Student consistently divides whole numbers and decimals by a 1-digit divisor(whole).</p> <p>Student consistently identifies the appropriate operation to use to solve problems.</p>	<p>Student uses a combination of strategies and algorithms to find the product of whole numbers and a decimal (hundredths)/fraction.</p> <p>Student uses a combination of strategies and algorithms to divide whole numbers and decimals by a 1-digit divisor(whole).</p> <p>Student checks their own computation for accuracy.</p> <p>Student compares/contrasts efficiency of computational methods.</p>
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## Grading Benchmarks - FOURTH GRADE

### 4. Understands and solves word problems accurately

MP	1	2	3	4
1st	Student rarely represents and solves 1-step word problems using addition/subtraction. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using addition/subtraction. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using addition/subtraction. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
2nd	Student rarely represents and solves 2-step word problems using addition/subtraction, including decimals. Student rarely represents and solves 1-step word problems using multiplication/division. Student rarely interprets remainders, when solving word problems. Student rarely writes number sentences.	Student sometimes represents and solves 2-step word problems using addition/subtraction, including decimals. Student sometimes represents and solves 1-step word problems using multiplication/division. Student sometimes interprets remainders, when solving word problems. Student sometimes writes number sentences.	Student consistently represents and solves 2-step word problems using addition/subtraction, including decimals. Student consistently represents and solves 1-step word problems using multiplication/division. Student consistently interprets remainders, when solving word problems. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
3rd	Student rarely represents and solves 2-step word problems, using all four operations with whole numbers. Student rarely represents and solves 1-step word problems, using multiplication of a whole number by a decimal/fraction. Student rarely represents and solves 2-step word problems involving unit rate. Student rarely writes number sentences.	Student sometimes represents and solves 2-step word problems, using all four operations with whole numbers. Student sometimes represents and solves 1-step word problems, using multiplication of a whole number by a decimal/fraction. Student sometimes represents and solves 2-step word problems involving unit rate. Student sometimes writes number sentences.	Student consistently represents and solves 2-step word problems, using all four operations with whole numbers. Student consistently represents and solves 1-step word problems, using multiplication of a whole number by a decimal/fraction. Student consistently represents and solves 2-step word problems involving unit rate. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.

## Grading Benchmarks - FOURTH GRADE

4th	Student rarely represents and solves multi-step word problems, using all four operations with whole numbers, fractions, and decimals. Student rarely writes number sentences.	Student sometimes represents and solves multi-step word problems, using all four operations with whole numbers, fractions, and decimals. Student sometimes writes number sentences.	Student consistently represents and solves multi-step word problems, using all four operations with whole numbers, fractions, and decimals. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
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### 5. Clearly expresses mathematical thinking in written and oral form

MP	1	2	3	4
1st	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
2nd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
3rd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
4th	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

## Grading Benchmarks - FOURTH GRADE

### Science

#### 1. Demonstrates knowledge of facts and understanding of concepts orally and in writing

MP	1	2	3	4
1st Earth Materials	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. the relationship between rocks and minerals 2.the properties of rocks and minerals 3. the use of properties to identify and organize rocks and minerals.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. the relationship between rocks and minerals 2. the properties of rocks and minerals 3. the use of properties to identify and organize rocks and minerals.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. the relationship between rocks and minerals 2. the properties of rocks and minerals 3. the use of properties to identify and organize rocks and minerals.	Student independently extends understanding of vocabulary and key concepts, including: 1. the relationship between rocks and minerals 2. the properties of rocks and minerals 3. the use of properties to identify and organize rocks and minerals.
2nd - Human Body	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. the name, location, orientation, and function of the bones in the human body 2. the type, location, orientation, and function of the joints in the human body 3. the muscles in the human body and their function 4. coordination in the human body: the action of bones, muscles, and the central nervous system.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. the name, location, orientation, and function of the bones in the human body 2. the type, location, orientation, and function of the joints in the human body 3. the muscles in the human body and their function 4. coordination in the human body: the action of bones, muscles, and the central nervous system.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. the name, location, orientation, and function of the bones in the human body 2. the type, location, orientation, and function of the joints in the human body 3. the muscles in the human body and their function 4. coordination in the human body: the action of bones, muscles, and the central nervous system.	Student independently extends understanding of vocabulary and key concepts, including: 1. the name, location, orientation, and function of the bones in the human body 2. the type, location, orientation, and function of the joints in the human body 3. the muscles in the human body and their function 4. coordination in the human body: the action of bones, muscles, and the central nervous system.
3rd- Measurement	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. the standard units of measurement 2. the use of metric units to observe, quantify, compare and record length, mass, volume, and temperature.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. the standard units of measurement 2. the use of metric units to observe, quantify, compare and record length, mass, volume, and temperature.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. the standard units of measurement 2. the use of metric units to observe, quantify, compare and record length, mass, volume, and temperature.	Student independently extends understanding of vocabulary and key concepts, including: 1. the standard units of measurement 2. the use of metric units to observe, quantify, compare and record length, mass, volume, and temperature.

## Grading Benchmarks - FOURTH GRADE

4th Physics of Sound	<p>Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. sounds can be observed and compared 2. vibration causes sound 3. properties of a sound source can change the pitch of the sound 4. sound can be amplified 5. sounds can travel through solids, liquids, and air differently.</p>	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. sounds can be observed and compared 2. vibration causes sound 3. properties of a sound source can change the pitch of the sound 4. sound can be amplified 5. sounds can travel through solids, liquids, and air differently.</p>	<p>Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. sounds can be observed and compared 2. vibration causes sound 3. properties of a sound source can change the pitch of the sound 4. sound can be amplified 5. sounds can travel through solids, liquids, and air differently.</p>	<p>Student independently extends understanding of vocabulary and key concepts, including: 1. sounds can be observed and compared 2. vibration causes sound 3. properties of a sound source can change the pitch of the sound 4. sound can be amplified 5. sounds can travel through solids, liquids, and air differently.</p>
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## Grading Benchmarks - FOURTH GRADE

### 2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

MP	1	2	3	4
1st Earth Materials	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
2nd - Human Body	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
3rd- Measurement	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
4th Physics of Sound	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

## Grading Benchmarks - FOURTH GRADE

### Social Studies

#### 1. Demonstrates knowledge of facts and understanding of concepts orally and in writing.

MP	1	2	3	4
1st	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by -- defining the five themes of geography and identifying examples of each theme. --explaining why the five themes of geography are important to understanding the physical and human makeup of a place. -- describing how special purpose maps provide information about a place.	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2nd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --differentiating between man-made and naturally existing waterways. -- defining the ways that human societies utilize waterways. -- describing how places have changed over time as a result of existing and created waterways.	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
3rd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --identifying the geographic characteristics of a region that impact agriculture, economy, culture, and tourism. -describing the ways that the development of agriculture influences a place. - explaining the ways that human and physical geography contribute to the development of culture.	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

## Grading Benchmarks - FOURTH GRADE

4th	<p>Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.</p>	<p>Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.</p>	<p>Students will demonstrate an understanding of key concepts in social studies by</p> <ul style="list-style-type: none"> <li>--defining conservation, preservation and sustainability.</li> <li>-- identifying reasons for conserving and preserving the natural environment.</li> <li>-- explaining how National Parks help to preserve the natural environment.</li> </ul>	<p>Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.</p>
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## Grading Benchmarks - FOURTH GRADE

### 2. Applies knowledge to classroom discussions and activities

MP	1	2	3	4
1st	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in social studies by -- utilizing maps to answer questions about place related to the five themes of geography. --applying the five themes of geography to a place they are familiar with. --using the five themes of geography to generate an understanding of an unfamiliar place.	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
2nd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of key concepts in social studies by -- evaluating the impact of the presence of waterways and population density on communities. --developing informed judgments about the ways human societies can use waterways in a sustainable way.	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
3rd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in social studies by -- evaluating how natural and man-made challenges can impact agricultural practices. -- comparing the ways that unique cultures have developed in each region of the United States.	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
4th	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in social studies by -- evaluating the importance of preserving the natural environment. -- assessing the need to establish and maintain National Parks.	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

## Grading Benchmarks - FOURTH GRADE

### ART

#### 1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

MP	1	2	3	4
ALL	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is rarely able to work individually and collaboratively to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is rarely able to gain control of the media being used.</li> <li>● Student rarely understands and/or differentiates between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills to work individually and collaboratively to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is beginning to gain control of the media being used.</li> <li>● Student is beginning to understand and differentiate between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is able to work individually and collaboratively to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is able to gain control of the media being used.</li> <li>● Student understands and differentiates between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student consistently works successfully both individually and collaboratively to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is able to consistently gain control of the media being used.</li> <li>● Student consistently understands and differentiates between various art techniques.</li> </ul>
	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student rarely identifies common and distinctive characteristics of genres of visual art/exemplary artists.</li> <li>● Student rarely understands or identifies characteristics of artwork from diverse cultures.</li> <li>● Student rarely understands or applies visual art vocabulary correctly while describing artwork.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills to identify common and distinctive characteristics of genres of visual art/exemplary artists.</li> <li>● Student is beginning to understand and identify characteristics of artwork from diverse cultures.</li> <li>● Student is beginning to understand and apply visual art vocabulary correctly while describing artwork.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student identifies common and distinctive characteristics of genres of visual art/exemplary artists.</li> <li>● Student understands and can identify characteristics of artwork from diverse cultures.</li> <li>● Student understands and applies visual art vocabulary correctly while describing artwork.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student consistently identifies common and distinctive characteristics of genres of visual art/exemplary artists.</li> <li>● Student consistently understands and can identify characteristics of artwork from diverse cultures.</li> <li>● Student consistently understands and applies visual art vocabulary correctly while describing artwork.</li> </ul>

## Grading Benchmarks - FOURTH GRADE

ALL	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is rarely able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is rarely able to create works of art with attention to detail.</li> <li>● Student is rarely able to develop ideas and demonstrate risk taking as an artist.</li> <li>● Student is rarely able to explore and appropriately use a wide array of art media in the production of art with an increasing level of craftsmanship.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills to be able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is developing skills to be able to create works of art with attention to detail.</li> <li>● Student is beginning to develop ideas and demonstrate risk taking as an artist.</li> <li>● Student is beginning to explore and appropriately use a wide array of art media in the production of art with an increasing level of craftsmanship.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is able to create works of art with attention to detail.</li> <li>● Student is able to develop ideas and demonstrate risk taking as an artist.</li> <li>● Student is able to explore and appropriately use a wide array of art media in the production of art with an increasing level of craftsmanship.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is consistently able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is consistently able to create works of art with attention to detail.</li> <li>● Student is able to consistently develop ideas and demonstrate risk taking as an artist.</li> <li>● Student exceeds expectations for exploration and appropriate use a wide array of art media in the production of art with an increasing level of craftsmanship.</li> </ul>
	<p><b>Aesthetic Response:</b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student rarely understands and makes informed or aesthetic responses to artwork based on presented content while using visual art terminology</li> <li>● Student is rarely able to compare and contrast culturally and historically diverse works of art</li> <li>● Student is rarely able to use evaluative tools such as rubrics for self-assessment</li> </ul>	<p><b>Aesthetic Response:</b> Student approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is beginning to understand and make informed or aesthetic responses to artwork based on presented content while using visual art terminology</li> <li>● Student is developing skills to be able to compare and contrast culturally and historically diverse works of art</li> <li>● Student is beginning to use evaluative tools such as rubrics for self-assessment</li> </ul>	<p><b>Aesthetic Response:</b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student understands and makes informed or aesthetic responses to artwork based on presented content while using visual art terminology</li> <li>● Student is able to compare and contrast culturally and historically diverse works of art</li> <li>● Student is able to use evaluative tools such as rubrics for self-assessment</li> </ul>	<p><b>Aesthetic Response:</b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student consistently understands and makes informed or aesthetic responses to artwork based on presented content while using visual art terminology</li> <li>● Student is able to consistently compare and contrast culturally and historically diverse works of art</li> <li>● Student is able to consistently use evaluative tools such as rubrics for self-assessment</li> </ul>

## Grading Benchmarks - FOURTH GRADE

Spanish				
<b>1. Demonstrates an understanding of skills and concepts</b>				
Targeted Proficiency Level: Novice Mid The novice-mid language learner understands and communicates at the word level and can independently: *Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive) *Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking) *Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)				
<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of continents, oceans, Spanish-speaking countries, and maps.				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>1st</b>	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases *Present information to an audience *Name and label cultural products *Imitate cultural practices	The student can consistently demonstrate all of the targeted skills without any support.

## Grading Benchmarks - FOURTH GRADE

<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of travel destinations, Cardinal directions, transportation, location of Spanish-speaking countries, and geographical features.				
	1	2	3	4
2nd	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases *Present information to an audience *Name and label cultural products *Imitate cultural practices	The student can consistently demonstrate all of the targeted skills without any support.

## Grading Benchmarks - FOURTH GRADE

<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of Spanish-speaking countries, flags and colors, currency, clothing and travel, family, weather, transportation, months and seasons, and basic activities.				
	1	2	3	4
3rd	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases *Present information to an audience *Name and label cultural products *Imitate cultural practices	The student can consistently demonstrate all of the targeted skills without any support.

## Grading Benchmarks - FOURTH GRADE

<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of Mexican food, prices, bargaining, and open-air markets, in addition to				
	1	2	3	4
4th	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases *Present information to an audience *Name and label cultural products *Imitate cultural practices	The student can consistently demonstrate all of the targeted skills without any support.

## Grading Benchmarks - FOURTH GRADE

### Physical Education

#### 1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
	<b>Movement Education/Rhythm</b>			
1st	<p>Student is unable to demonstrate understanding of how the essential elements of movement affect personal health and fitness.</p> <p>Student is unable to display understanding of how the correction of movement errors by teachers/peers improves movement in games, activities, and dance.</p> <p>Student is unable to display consistent skill when combining accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance.</p>	<p>Student demonstrates minimal understanding of how the essential elements of movement affect personal health and fitness.</p> <p>Student displays little or no understanding of how the correction of movement errors by teachers/peers improves movement in games, activities, and dance.</p> <p>Student displays limited consistency in skill when combining accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance.</p>	<p>Student explains how the essential elements of movement affect personal health and fitness.</p> <p>Student explains how the correction of movement errors by teachers/peers improves movement in games, activities, and dance.</p> <p>Student combines accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance.</p>	<p>Student explains how performing the essential elements of movement affect various aspects of personal health and fitness.</p> <p>Student explains and demonstrates how the correction of movement errors by teachers/peers improves movement in a variety of games, activities, and dance.</p> <p>Student consistently combines accurate rhythm, coordination, and movement patterns while participating in a variety games, activities, and dance.</p>

## Grading Benchmarks - FOURTH GRADE

<b>Manipulative Skills</b>				
2nd	<p>Student is unable to explain or demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</p> <p>Student is unable to explain or demonstrate how to dribble, pass, and receive an object while moving with a partner.</p> <p>Student is unable to explain or demonstrate how to strike an object continuously with variety of body parts and implements (hands, feet, and a paddle/racquet).</p> <p>Student is unable to explain or demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</p>	<p>Student displays minimal ability to explain or demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</p> <p>Student displays little or no ability to explain or demonstrate how to dribble, pass, and receive an object while moving with a partner.</p> <p>Student displays minimal ability to explain or demonstrate how to strike an object continuously with variety of body parts and implements (hands, feet, and a paddle/racquet).</p> <p>Student displays little or no ability to explain or demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</p>	<p>Student explains and demonstrates throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</p> <p>Student displays the ability to explain and demonstrate how to dribble, pass, and receive an object while moving with a partner.</p> <p>Student displays the ability to explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and a paddle/racquet).</p> <p>Student displays the ability to explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</p>	<p>Student consistently displays the ability to explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness.</p> <p>Student consistently displays the ability to explain and demonstrate how to dribble, pass, and receive an object while moving with a partner.</p> <p>Student consistently displays the ability to explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and a paddle/racquet).</p> <p>Student consistently displays the ability to explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.</p>

## Grading Benchmarks - FOURTH GRADE

<b>Movement/Locomotor/Nonlocomotor Skills</b>				
3rd	<p>Student is unable to demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions.</p> <p>Student is unable to demonstrate a variety of ways to move in the air or land with control (e.g. jumping, leaping, vaulting).</p>	<p>Student displays little or no ability to demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions.</p> <p>Student displays little or no ability to demonstrate a variety of ways to move in the air or land with control (e.g. jumping, leaping, vaulting.)</p>	<p>Student demonstrates fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions.</p> <p>Student demonstrates a variety of ways to move in the air and land with control (e.g. jumping, leaping, vaulting).</p>	<p>Student consistently demonstrates fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions.</p> <p>Student consistently demonstrates a variety of ways to move in the air and land with control (e.g. jumping, leaping, vaulting).</p>
<b>Lifetime/Cooperative Activities</b>				
4th	<p>Student is unable to compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.</p> <p>Student is unable to demonstrate effective team building skills in a variety of cooperative physical challenges and activities.</p> <p>Student is unable to demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.</p>	<p>Student displays minimal ability to compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.</p> <p>Student displays minimal ability to explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports or activities.</p> <p>Student displays minimal ability to demonstrate effective team building skills in a variety of cooperative physical challenges and activities.</p> <p>Student displays minimal ability to demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.</p>	<p>Student demonstrates the ability to compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.</p> <p>Student explains and demonstrates passing and receiving an object while moving cooperatively with a partner or small group in games, sports or activities.</p> <p>Student demonstrates effective team building skills in a variety of cooperative physical challenges and activities.</p> <p>Student demonstrates appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.</p>	<p>Student consistently demonstrates the ability to compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.</p> <p>Students consistently explains and demonstrates passing and receiving an object while moving cooperatively with a partner or small group in a variety of games, sports or activities.</p> <p>Students consistently demonstrates various effective team building skills in a variety of cooperative physical challenges and activities.</p> <p>Student consistently demonstrates a variety of appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.</p>

## Grading Benchmarks - FOURTH GRADE

### MUSIC

#### 1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
1st	<p>Student is unable to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is unable to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is unable to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is unable to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>	<p>Student is developing the ability to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is developing the ability to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is developing the ability to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is developing the ability to show an understanding of proper</p>	<p>Student is able to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is able to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is able to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is able to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>	<p>Student is consistently able to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is consistently able to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is consistently able to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is consistently able to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>
2nd	<p>Student is unable to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is unable to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is unable to critique musical performances using evaluative tools.</p>	<p>Student is developing the ability to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is developing the ability to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is developing the ability to critique musical performances using evaluative tools.</p>	<p>Student is able to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is able to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is able to critique musical performances using evaluative tools.</p>	<p>Student is consistently able to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is consistently able to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is consistently able to critique musical performances using evaluative tools.</p>

## Grading Benchmarks - FOURTH GRADE

3rd	<p>Student is unable to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is unable to identify and conduct music in 2/4, 3/4, and 4/4.</p>	<p>Student is developing the ability to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is developing the ability to identify and conduct music in 2/4,</p>	<p>Student is able to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is able to identify and conduct music in 2/4, 3/4, and 4/4.</p>	<p>Student is consistently able to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is consistently able to identify and conduct music in 2/4, 3/4, and 4/4.</p>
4th	<p>Student is unable to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is unable to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is developing the ability to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is developing the ability to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is able to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is able to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is consistently able to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is consistently able to perform repertoire in two part harmony with greater musicality and accuracy.</p>