

GRADE 4 STANDARDS BASED REPORT CARD RUBRIC

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

Each domain is graded according to the rubric below:

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

READING/COMPREHENSION SKILLS INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
Knows and applies word analysis skills when decoding words RF.4.3	Consistently knows and applies phonics and word analysis skills independently when decoding words in above grade-level text	Consistently knows and applies phonics and word analysis skills in decoding words	Sometimes knows and applies phonics and word analysis skills in decoding words	Seldom knows and applies phonics and word analysis skills in decoding words	Student is not progressing toward the grade level standard.
Reads with accuracy, fluency and expression RF.4.4	Consistently reads with sufficient accuracy, fluency and expression of above grade level text. Reading is fluid and accurate. Students attends to internal and ending punctuation. Expression supports understanding.	Consistently reads with sufficient accuracy, fluency and expression. Reading is fluent and the student attends to most ending punctuation and some internal punctuation. Expression is matched to text.	Sometimes reads with sufficient accuracy, fluency and expression. Reading is somewhat fluent with little regards to punctuation.	Seldom reads with sufficient accuracy, fluency and expression. Reading is choppy and/or slow with no regard to punctuation.	Student is not progressing toward the grade level standard.
Uses comprehension skills to understand literary text. RL.4.1, RL.4.2 RL.4.3, RL.4.5 RL.4.6, RL.4.7 RL.4.9, RL.4.10	Consistently applies comprehension skills to extend and enhance thinking before, during and after reading above grade-level text. Student reading the following ARC	Consistently uses comprehension skills before, during and after reading. Student reading the following ARC independent reading level(s):	Sometimes uses comprehension skills before, during and after reading. Student reading the following ARC independent reading level(s):	Seldom uses comprehension skills before, during and after reading. Student reading the following ARC independent reading level(s):	Student is not progressing toward the grade level standard.

	<p>independent reading level(s):</p> <ul style="list-style-type: none"> Orange 	<ul style="list-style-type: none"> Black 	<ul style="list-style-type: none"> White 	<ul style="list-style-type: none"> 2R 1R 2B 1B 	
<p>Uses comprehension skills to understand informational (nonfiction) text</p> <p>RI. 4.1, RI.4.2 RI.4.3, RI.4.5 RI.4.6, RI.4.7 RI.4.8, RI.4.9 RI.4.10</p>	<p>Consistently applies comprehension skills to extend and enhance thinking before, during and after reading above grade-level text.</p> <p>Student reading the following ARC independent reading level(s):</p> <ul style="list-style-type: none"> Orange 	<p>Consistently uses comprehension skills before, during and after reading.</p> <p>Student reading the following ARC independent reading level(s):</p> <ul style="list-style-type: none"> Black 	<p>Sometimes uses comprehension skills before, during and after reading.</p> <p>Student reading the following ARC independent reading level(s):</p> <ul style="list-style-type: none"> White 	<p>Seldom uses comprehension skills before, during and after reading.</p> <p>Student reading the following ARC independent reading level(s):</p> <ul style="list-style-type: none"> 2R 1R 2B 1B 	<p>Student is not progressing toward the grade level standard.</p>
<p>Supports thinking with relevant information from the text orally and/or in writing</p> <p>RL.4.1, RI.4.1 RL.4.2, RI.4.2 RL.4.3, RI.4.3 W.4.9</p>	<p>Consistently supports thinking with relevant information of above grade-level text orally and/or in writing.</p> <p>Student responses reflect an interpretive deeper meaning of the text read supported by text evidence.</p>	<p>Consistently supports thinking with relevant information from the text orally and/or in writing.</p> <p>Student responses reflect literal and inferential understanding of the text read with text evidence.</p>	<p>Sometimes supports thinking with relevant information from the text orally and/or in writing.</p> <p>Student responses reflect some understanding of the text read and contains some text evidence.</p>	<p>Seldom supports thinking with relevant information from the text orally and/or in writing.</p> <p>Student responses reflect little understanding of the text read and contains little text evidence.</p>	<p>Student is not progressing toward the grade level standard.</p>

<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content; choosing flexibly from a range of strategies</p> <p>RL.4.4, RI.4.4, L.4.4</p>	<p>Consistently determines the meaning of unknown and multiple meaning words and phrases based on above grade-level text.</p>	<p>Consistently determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content.</p>	<p>Sometimes determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content.</p>	<p>Seldom determines the meaning of unknown and multiple meaning words and phrases based on Grade 4 reading and content.</p>	<p>Student is not progressing toward the grade-level standard.</p>
<p>Reads independently</p> <p>RF.4.4</p>	<p>Consistently reads independently and makes connections when reading across the curriculum. Furthermore, student generalizes skills taught and demonstrates comprehension of material read.</p> <p>Student will demonstrate meaningful learning by making connections to current topics.</p>	<p>Consistently reads independently.</p> <p>Chooses to read self-selected materials; reads beyond instructional time (i.e. in addition to Reader’s Workshop and reads at home, etc.)</p>	<p>Sometimes reads independently.</p> <p>Will read when required (i.e. Reader’s Workshop)</p>	<p>Seldom reads independently.</p> <p>Will only read when the teacher reinforces or needs consistent help to find material.</p>	<p>Never reads independently.</p>

WRITING INDICATORS

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

	words correctly in written work.	written work	written work	written work.	
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MATH: NUMBERS AND OPERATIONS - BASE 10 INDICATORS

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

		to real-life situations.	to real-life situations.	to real-life situations.	
Fluently add and subtract multi-digit whole numbers Topic 2 4.NBT.4	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently: -adds and subtracts multi-digit numbers using the standard algorithm. -Explains why the algorithm for addition or subtraction works using knowledge of place value.	Sometimes: -adds and subtracts multi-digit numbers using the standard algorithm. -Explains why the algorithm for addition or subtraction works using knowledge of place value.	Seldom: -adds and subtracts multi-digit numbers using the standard algorithm. -Explains why the algorithm for addition or subtraction works using knowledge of place value.	Student is not progressing toward the grade level standard.
Uses strategies to multiply multi-digit whole numbers and explain using models Topic 3 and 4 4.NBT.5	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays, and area models (up to 4 digits by 1 digit or 2 digits by 2 digits).	Sometimes uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays and area models (up to 4 digits by 1 digit or 2 digits by 2 digits).	Seldom uses strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays and area models (up to 4 digits by 1 digit or 2 digits by 2 digits).	Student is not progressing toward the grade level standard.
Compares two multi-digit numbers Topic 1 4.NBT.2	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	Sometimes uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	Seldom uses strategies to compare two multi-digit numbers based on meanings of digits in each place. Use >, <, or =.	Student is not progressing toward the grade level standard.
Uses strategies to divide multi-digit whole numbers and explain using models Topic 5	Meets standard and makes insightful connections to other ideas and concepts and independently	Consistently: -divides using a 4 digit dividend and a 1 digit divisor.	Sometimes: -divides using a 4 digit dividend and a 1 digit divisor.	Seldom: -divides using a 4 digit dividend and a 1 digit divisor.	Student is not progressing toward the grade level standard.

4.NBT.6	challenges him/herself.	-Explains and justifies his/her solutions and methods used to find the quotient.	-Explains and justifies his/her solutions and methods used to find the quotient.	-Explains and justifies his/her solutions and methods used to find the quotient.	
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MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
Solve word problems involving multiplicative comparisons Topic 6 4.OA.1, 4.OA.2	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently: -writes multiplication equations from multiplicative comparisons given in words. -recall addition, subtraction, multiplication and division facts and use them to solve word problems. -writes an equation to identify the arithmetic operation written in a word problem.	Sometimes: -writes multiplication equations from multiplicative comparisons given in words. -recall addition, subtraction, multiplication and division facts and use them to solve word problems. -writes an equation to identify the arithmetic operation written in a word problem.	Seldom: -writes multiplication equations from multiplicative comparisons given in words. -recall addition, subtraction, multiplication and division facts and use them to solve word problems. -writes an equation to identify the arithmetic operation written in a word problem.	Student is not progressing toward the grade level standard.
Finds and recognizes factors for whole numbers 1-100;	Meets standard and makes insightful connections to other	Consistently: -finds all factor pairs for a whole number up	Sometimes: -finds all factor pairs for a whole number up	Seldom: -finds all factor pairs for a whole number up	Student is not progressing toward the grade level standard.

<p>recognizes multiples of each factor; recognizes prime and composite numbers Topic 7</p> <p>4.OA.4</p>	<p>ideas and concepts and independently challenges him/herself.</p>	<p>to 100 and determines whether it is a multiple of a given one digit whole number.</p> <p>-Explains the difference between multiples and factors.</p> <p>-Names all multiples for a given number 1-100.</p> <p>-Names all factors for a given number 1-100.</p> <p>-Explains the difference between a prime and composite number.</p> <p>-Determines if a number between 1 -100 is a prime or composite number.</p>	<p>to 100 and determines whether it is a multiple of a given one digit whole number.</p> <p>-Explains the difference between multiples and factors.</p> <p>-Names all multiples for a given number 1-100.</p> <p>-Names all factors for a given number 1-100.</p> <p>-Explains the difference between a prime and composite number.</p> <p>-Determines if a number between 1 -100 is a prime or composite number.</p>	<p>to 100 and determines whether it is a multiple of a given one digit whole number.</p> <p>-Explains the difference between multiples and factors.</p> <p>-Names all multiples for a given number 1-100.</p> <p>-Names all factors for a given number 1-100.</p> <p>-Explains the difference between a prime and composite number.</p> <p>-Determines if a number between 1 -100 is a prime or composite number.</p>	
<p>Solves multi-step word problems; uses variables for the unknown Topic 6</p> <p>4.OA.3</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>-Solves multi-step word problems using all operations, using a variable for the unknown quantity.</p> <p>-Uses mental computation to check the reasonableness of an answer.</p> <p>-Uses estimation strategies, including rounding, to check the</p>	<p>Sometimes:</p> <p>-uses and discusses various strategies for solving multi-step word problems.</p> <p>-Solves multi-step word problems using all operations, using a variable for the unknown quantity.</p> <p>-Uses mental computation to check</p>	<p>Seldom:</p> <p>-uses and discusses various strategies for solving multi-step word problems.</p> <p>-Solves multi-step word problems using all operations, using a variable for the unknown quantity.</p> <p>-Uses mental computation to check the reasonableness of</p>	<p>Student is not progressing toward the grade level standard.</p>

		<p>reasonableness of an answer.</p> <p>-Solves multi-step word problems in which remainders must be interpreted.</p>	<p>the reasonableness of an answer.</p> <p>-Uses estimation strategies, including rounding, to check the reasonableness of an answer.</p> <p>-Solves multi-step word problems in which remainders must be interpreted.</p>	<p>an answer.</p> <p>-Uses estimation strategies, including rounding, to check the reasonableness of an answer.</p> <p>-Solves multi-step word problems in which remainders must be interpreted.</p>	
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MATH: NUMBERS AND OPERATION FRACTIONS INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
<p>Recognize and generate equivalent fractions and explain using visual models Topic 8</p> <p>4.NF.1</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently:</p> <p>-recognizes equivalent fractions.</p> <p>-Generates equivalent fractions.</p> <p>-Explains why fractions are equivalent using visual fraction models.</p>	<p>Sometimes:</p> <p>-recognizes equivalent fractions.</p> <p>-Generates equivalent fractions.</p> <p>-Explains why fractions are equivalent using visual fraction models.</p>	<p>Seldom:</p> <p>-recognizes equivalent fractions.</p> <p>-Generates equivalent fractions.</p> <p>-Explains why fractions are equivalent using visual fraction models.</p>	<p>Student is not progressing toward the grade level standard.</p>

		<ul style="list-style-type: none"> -Draws models using fractions. -Draws models to show equivalent fractions with unlike denominators. 	<ul style="list-style-type: none"> -Draws models using fractions. -Draws models to show equivalent fractions with unlike denominators. 	<ul style="list-style-type: none"> -Draws models using fractions. -Draws models to show equivalent fractions with unlike denominators. 	
<p>Compares and orders fractions and decimals Topic 12</p> <p>4.NF.2, 4.NF.7</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently:</p> <ul style="list-style-type: none"> -compares and orders fractions with different numerators. -compares and orders fractions with different denominators. -compares 2 fractions with different numerators and denominators. -compares and orders fractions by using a visual model. -compares two fractions by creating common denominators. -records fraction comparisons with symbols $>$, $<$, or $=$. -uses visual models to justify fraction comparisons. 	<p>Sometimes:</p> <ul style="list-style-type: none"> -compares and orders fractions with different numerators. -compares and orders fractions with different denominators. -compares 2 fractions with different numerators and denominators. -compares and orders fractions by using a visual model. -compares two fractions by creating common denominators. -records fraction comparisons with symbols $>$, $<$, or $=$. -uses visual models to justify fraction comparisons. 	<p>Seldom:</p> <ul style="list-style-type: none"> -compares and orders fractions with different numerators. -compares and orders fractions with different denominators. -compares 2 fractions with different numerators and denominators. -compares and orders fractions by using a visual model. -compares two fractions by creating common denominators. -records fraction comparisons with symbols $>$, $<$, or $=$. -uses visual models to justify fraction comparisons. 	<p>Student is not progressing toward the grade level standard.</p>

		-considers the size of the whole when comparing fractions.	-considers the size of the whole when comparing fractions.	-considers the size of the whole when comparing fractions.	
Adds and subtracts fractions and mixed numbers with like denominators; solves word problems using addition and subtraction of fractions. Topic 9 4.NF.3	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently: -knows that a fraction with a numerator of 1 is called a unit fraction. -Uses visual models to explore joining and separating of a fraction. -Writes equations to record decompositions of fractions. -Adds and subtracts mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. -Changes improper fractions into mixed numbers. -Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	Sometimes: -knows that a fraction with a numerator of 1 is called a unit fraction. Uses visual models to explore joining and separating of a fraction. Writes equations to record decompositions of fractions. Adds and subtracts mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. Changes improper fractions into mixed numbers. Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	Seldom: -knows that a fraction with a numerator of 1 is called a unit fraction. Uses visual models to explore joining and separating of a fraction. Writes equations to record decompositions of fractions. Adds and subtracts mixed numbers with like denominators and uses visual models to explain. Changes mixed numbers to improper fractions. Changes improper fractions into mixed numbers. Solves word problems using addition and subtraction of fractions with like denominators by using visual fraction models and equations.	Student is not progressing toward the grade level standard.

<p>Multiplies a fraction by a whole number; solve word problems involving multiplication of a fraction and a whole number. Topic 10</p> <p>4.NF.4</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: identifies a fraction as a product of a whole number and a unit fraction.</p> <p>Multiplies a fraction by a whole number using fraction models and equations.</p> <p>Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.</p>	<p>Sometimes: identifies a fraction as a product of a whole number and a unit fraction.</p> <p>Multiplies a fraction by a whole number using fraction models and equations.</p> <p>Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.</p>	<p>Seldom: identifies a fraction as a product of a whole number and a unit fraction.</p> <p>Multiplies a fraction by a whole number using fraction models and equations.</p> <p>Solves one step word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.</p>	<p>Student is not progressing toward the grade level standard.</p>
<p>Add two fractions with respective denominators of 10 and 100 by writing each fraction as a fraction with denominator 100. Use decimal notation to write fractions with denominators of 10 or 100. Topic 12</p> <p>4.NF.5</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: expresses a fraction with denominator 10 as an equivalent fraction denominator 100.</p> <p>Adds two fractions with respective denominators 10 and 100.</p> <p>Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and</p>	<p>Sometimes: expresses a fraction with denominator 10 as an equivalent fraction denominator 100.</p> <p>Adds two fractions with respective denominators 10 and 100.</p> <p>Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and</p>	<p>Seldom: expresses a fraction with denominator 10 as an equivalent fraction denominator 100.</p> <p>Adds two fractions with respective denominators 10 and 100.</p> <p>Uses grid-base 10 blocks and other place value models to explore the relationship between fractions and denominators 10 and</p>	<p>Student is not progressing toward the grade level standard.</p>

		100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	100. Writes equivalent fractions and decimals. Recognizes the relationships between fractions and decimals.	
Uses decimal notation for fractions Topic 12 4.NF.6	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently uses decimal notation for fractions with denominators 10 and 100.	Sometimes uses decimal notation for fractions with denominators 10 and 100.	Seldom uses decimal notation for fractions with denominators 10 and 100.	Student is not progressing toward the grade level standard.

MATH: GEOMETRY INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
Draws and identifies points, line segments, lines and rays and describes and measures angles Topic 15 4.G.1	Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.	Consistently: -draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	Sometimes: draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	Seldom: draws and identifies the following in isolation and within two dimensional figures: points, lines, line segments, rays, angles (right, acute and obtuse), perpendicular and parallel lines.	Student is not progressing toward the grade level standard.

<p>Describes, compares and classifies two- and three- dimensional objects Topic 16 4.G.2</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size.</p> <p>Recognizes right triangles as a category.</p> <p>Identifies right triangles.</p> <p>Classifies 2-dimensional shapes on specific attributes.</p> <p>Identifies and classifies triangles by their angles and sides.</p>	<p>Sometimes: classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size.</p> <p>Recognizes right triangles as a category.</p> <p>Identifies right triangles.</p> <p>Classifies 2-dimensional shapes on specific attributes.</p> <p>Identifies and classifies triangles by their angles and sides.</p>	<p>Seldom: classifies 2-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, angles of a specified size.</p> <p>Recognizes right triangles as a category.</p> <p>Identifies right triangles.</p> <p>Classifies 2-dimensional shapes on specific attributes.</p> <p>Identifies and classifies triangles by their angles and sides.</p>	<p>Student is not progressing toward the grade level standard.</p>
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<p>Draws lines of symmetry and identify line-symmetric figures Topic 16</p> <p>4.G.3</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: identifies and draws symmetrical and asymmetrical objects.</p> <p>Identifies patterns with objects and/or geometric figures that are symmetrical.</p> <p>Identifies line symmetrical figures.</p> <p>Draws lines of symmetry through line symmetrical figures.</p>	<p>Sometimes: identifies and draws symmetrical and asymmetrical objects.</p> <p>Identifies patterns with objects and/or geometric figures that are symmetrical.</p> <p>Identifies line symmetrical figures.</p> <p>Draws lines of symmetry through line symmetrical figures.</p>	<p>Seldom: identifies and draws symmetrical and asymmetrical objects.</p> <p>Identifies patterns with objects and/or geometric figures that are symmetrical.</p> <p>Identifies line symmetrical figures.</p> <p>Draws lines of symmetry through line symmetrical figures.</p>	<p>Student is not progressing toward the grade level standard.</p>
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MATH: MEASUREMENT AND DATA INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money. Topic 13</p> <p>4.MD.1</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money.</p> <p>Solves multi-step word problems by changing measurements (larger units to smaller units).</p> <p>Uses number line diagrams to solve word problems.</p>	<p>Sometimes: uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money.</p> <p>Solves multi-step word problems by changing measurements (larger units to smaller units).</p> <p>Uses number line diagrams to solve word problems.</p>	<p>Seldom: uses addition, subtraction, multiplication and division to solve word problems involving distances, intervals of time, capacity, weight and money.</p> <p>Solves multi-step word problems by changing measurements (larger units to smaller units).</p> <p>Uses number line diagrams to solve word problems.</p>	<p>Student is not progressing toward the grade level standard.</p>
<p>Defines and calculates perimeter and area Topic 13</p> <p>4.MD.3</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: develops and uses formulas for finding the perimeter and area of rectangles.</p> <p>Solves real world word problems by using the formulas for finding perimeter and area.</p>	<p>Sometimes: develops and uses formulas for finding the perimeter and area of rectangles.</p> <p>Solves real world word problems by using the formulas for finding perimeter and area.</p>	<p>Seldom: develops and uses formulas for finding the perimeter and area of rectangles.</p> <p>Solves real world word problems by using the formulas for finding perimeter and area.</p>	<p>Student is not progressing toward the grade level standard.</p>

<p>Constructs and interprets line plots, tables and graphs Topic 11</p> <p>4.MD.4</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: uses a line plot.</p> <p>Makes a line plot displaying data in fractions of unit.</p> <p>Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.</p>	<p>Sometimes: uses a line plot.</p> <p>Makes a line plot displaying data in fractions of unit.</p> <p>Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.</p>	<p>Seldom: uses a line plot.</p> <p>Makes a line plot displaying data in fractions of unit.</p> <p>Uses information from line plots to solve problems involving addition and subtraction of fractions with like denominators.</p>	<p>Student is not progressing toward the grade level standard.</p>
<p>Recognize angles Topic 15</p> <p>4.MD.5</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.</p>	<p>Sometimes: recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.</p>	<p>Seldom: recognizes angles as geometric shapes that are formed wherever 2 rays share a common endpoint. Student can recognize and draw benchmark angles.</p>	<p>Student is not progressing toward the grade level standard.</p>
<p>Measure angles in whole number degrees Topic 15</p> <p>4.MD.6</p>	<p>Meets standard and makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>	<p>Consistently: draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.</p>	<p>Sometimes: draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.</p>	<p>Seldom: draws angles of specified measures. Student can measure angles by using a circular protractor to the nearest whole number.</p>	<p>Student is not progressing toward the grade level standard.</p>

SCIENCE INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
Demonstrates content knowledge	<p>Independently: demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> ● energy (conservation and transfer of energy forces) ● changes in earth (rocks, layers of earth, weathering erosion) ● plant and animal structures (internal and external) <p>Student extends understanding through application to real life situations.</p>	<p>Consistently: demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> ● energy (conservation and transfer of energy forces) ● changes in earth (rocks, layers of earth, weathering erosion) ● plant and animal structures (internal and external) <p>Student communicates using acquired vocabulary associated with ecosystems.</p>	<p>Sometimes: demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> ● energy (conservation and transfer of energy forces) ● changes in earth (rocks, layers of earth, weathering erosion) ● plant and animal structures (internal and external) <p>Student is beginning to communicate using acquired vocabulary associated with ecosystems.</p>	<p>Seldom: demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> ● energy (conservation and transfer of energy forces) ● changes in earth (rocks, layers of earth, weathering erosion) ● plant and animal structures (internal and external) <p>Student is unable or rarely able to communicate using acquired vocabulary associated with ecosystems.</p>	<p>Student is not progressing toward the grade level standard.</p>

SOCIAL STUDIES INDICATORS

STANDARD/ SKILL	ES	MS	PS	BP	I
	Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Towards Standard
Demonstrates content knowledge	<p>Independently: demonstrates understanding of key concepts, including;</p> <ul style="list-style-type: none"> ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies-responsibilities of active citizens, New Jersey <p>Student independently extends understanding through applications to real-life situations.</p>	<p>Consistently: demonstrates understanding of key concepts, including;</p> <ul style="list-style-type: none"> ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies-responsibilities of active citizens, New Jersey <p>Student consistently extends understanding through applications to real-life situations.</p>	<p>Sometimes: demonstrates understanding of key concepts, including;</p> <ul style="list-style-type: none"> ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies-responsibilities of active citizens, New Jersey <p>Student sometimes extends understanding through applications to real-life situations.</p>	<p>Seldom: demonstrates understanding of key concepts, including;</p> <ul style="list-style-type: none"> ● understands civics and government (responsibilities, rules and laws, three branches of government) ● culture and diversity (American culture, economics, prejudice and discrimination) ● geography and regional studies-responsibilities of active citizens, New Jersey <p>Student seldom extends understanding through applications to real-life situations.</p>	<p>Student is not progressing toward the grade level standard.</p>

