

Elementary Report Card Guide for Fourth Grade

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

Reading

Foundation Standard- Applies the knowledge of phonics and word structure to decode unfamiliar words

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
At this level the student can analyze the impact of a particular word choice on meaning and tone, considering multiple connotations (e.g. the term....plays an important role in helping the reader to see/to create a feeling of...).	Consistently applies knowledge of word structure and parts to decode and comprehend word meaning. Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	In isolation, able to identify parts of a word but does not apply it in context or word meaning. May or may not apply the combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Unable to consistently identify parts of a word. Does not utilize combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Foundation Standard- Reads independent on grade level text with accuracy and fluency to support comprehension

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Reads independently at a fifth grade level text or above with understanding (U).	Reads independent on grade level or slightly above level text with understanding (R-T).	Reads slightly levels below independent grade level text with understanding (Q).	Reads below independent grade level text with understanding (P).

Standard- Uses text structure to understand the text

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Not only can they describe the overall organizing structure of texts and parts of texts, they can also compare and contrast the way texts are organized and the structure of events, ideas, concepts and information in two or more texts. The child might also start to notice the effect of including a particular word.</p>	<p>Students can use the structure of text to comprehend what is being read.</p>	<p>There is an awareness of how texts are organized and can describe the overall structure (e.g. chronology, comparison, cause/effect).</p>	<p>Students can name text structures (e.g. chronology, comparison, cause/effect).</p>

Standard- Uses text features to understand non-fiction text.

<p>Students can describe how the text features enhance the non-fiction text and can also compare and contrast text features in two or more texts.</p>	<p>Students can use text features (e.g. captions, bold print, subheadings, glossaries, indexes, icons) to comprehend what is being read.</p>	<p>Students can name and locate text features (e.g. captions, bold print, subheadings, glossaries, indexes, icons) within non-fiction text.</p>	<p>With support, students can name text features (e.g. captions, bold print, subheadings, glossaries, indexes, icons).</p>
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Standard- Draws inference from text

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child describes characters in terms of both their internal and external motivations, especially when guided, they notice ways in which outside influences change and affect a character. Often they notice similarities and differences between character's troubles across stories.</p> <p>They analyze what changes the character, and attempts to describe what creates that change.</p>	<p>Child can discuss main and secondary characters' traits to sum up each characters' personality. When considering a character's problems and troubles, they reflect on WHY a character acts/feels as he or she does, thus reaching to understand the relationship between the character's motivation and his or her actions and feelings.</p>	<p>Child can readily identify concrete, external factors when talking about the main character's problems and troubles.</p>	<p>Child may or may not need support to identify main character's problem or trouble, and will mostly focus on concrete, external factors.</p>

Standard- Summarizes a text with key details

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child not only can summarize the text, but begins to notice that multiple ideas can be forwarded by a text (as texts grow in complexity) and is able to determine more than one main idea and explain how each is supported by key details.	Child can summarize the text and determine a main idea and then show with text evidence that it is supported by key details.	Child can produce the main idea even when the text headings are not explicitly name them. Relevant key details are also identified.	The child may or may not need support to name the main topic and identify some of the key ideas or details that are more explicitly named in section headings.

Standard- Compares and contrasts the specific details or information between two texts

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
The child can integrate information from several texts to speak or write knowledgeable about the subject. The integration of information from both texts is more extensive than at the previous level.	Not only can child compare and contrast important points and key details, but they can integrate information from both in order to speak or write knowledgeably about the subject.	Can name similar and different important points the authors make, as well as the key details they include.	The child may or may not need support to name similar and different points the text make, usually based off of explicitly labeled section headings.

Standard- Describes how a narrator's or speaker's point of view influences events

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view represented. They can explain how reasons and evidence support a given point, and can identify which reasons and evidence support which point(s).	The child can note contextual information about the author and how that relates to point of view. They can also explain the reason and use evidence to support a given point of view.	Child is able to name an author's point of view on a topic and distinguish their point of view from their own.	Child may or may not need support to be able to name specific points and attempts to say how the author supported these with reasons. At times, the student may repeat key detail(s) without making the connection clear to the reader.

Standard- Uses multiple strategies to determine word meanings

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Determines word meaning of unknown and multiple meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Context clues (cause/effect and comparison in text) From Greek and Latin affixes and roots as clues to meaning Consistently consults reference materials (digital and print) for pronunciation and meaning 	<p>Determines word meaning of unknown and multiple meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Context clues From Greek and Latin affixes and roots Known root word as a clue Consults reference materials (digital and print) for pronunciation and meaning 	<p>With prompting and support, applies some proficient indicators or is still working on the list below to determine word meaning. Writer may not use strategies flexibly.</p> <ul style="list-style-type: none"> Sentence level context clues From a known affix (heat, preheat) Known root word as a clue Print and digital glossaries and dictionaries 	<p>With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below to determine word meaning.</p> <ul style="list-style-type: none"> Sentence level content clues From known prefix Known root word Knowledge of individual words to predict meaning of compound words (birdhouse) May use print and digital dictionary or glossary.

Language Arts

Writing Standard- Composes an organized variety of text (narrative, informative, persuasive, research project and opinion)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Score is to be determined based on overall CCSS aligned district rubric and assessment(s) when available.			
(May change based on curriculum planning)			
Trimester 1- Writes a narrative text.			
Trimester 2- Writes an informative text.			
Trimester 3- Writes an opinion text.			
Persuasive?? Research Project??			

Writing Standard- Enhances writing by revising and editing their own writing with support (peer and adult)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Independently rereads to ensure attention getting introduction, well developed body that unfolds naturally, and a satisfying conclusion. Independently uses word choices that adds lively verbs, powerful nouns, interesting adjectives that enhances meaning. Uses both digital and conventional resources to check writing.	Independently rereads to ensure attention getting introduction, well developed body that unfolds naturally, and a satisfying conclusion. With support word choices adds lively verbs, powerful nouns, interesting adjectives that enhances meaning. Uses both digital and conventional resources to check writing.	Independently rereads to clarify message by adding or deleting information. With support revises word choices by substituting richer vocabulary to create mind pictures. Uses resources (dictionary, checklist, thesaurus) to check his or her writing. Uses proofreading techniques (caret, line through unwanted text).	With or without prompting and support, rereads to clarify message by deleting information. With support, revises word choice for richer vocabulary. Needs guidance to use resources or proofreading techniques to check over their writing. Writer may simply circle some words that don't look right and may attempt to self-correct.

Writing Standard- Composes well developed paragraphs; including main idea and details

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Writing has a well-developed, descriptive and accurate topic that includes several supporting details or facts. It has an engaging organizational pattern (attention getting introduction, well developed body, effective linking words, and a concluding statement) and leaves the reader with a sense of engagement. It engages the audience with interesting word choice (precise language). It has an easy flow and rhythm from varied sentences structure and length.</p>	<p>Paragraph demonstrates sufficient focus on the topic and includes several supporting details. It has an adequate organizational pattern (introduction, body and conclusion) and conveys a sense of wholeness and completeness. Transitions, language and word choice are appropriate for the intended audience/purpose. Sentences are varied in length and structure.</p>	<p>Paragraph demonstrates little focus and has only a few supporting details which may be inconsistent or interfere with the meaning of the text. It has little evidence of an organizational pattern or any sense of completeness. Fails to provide transitions and limited or inappropriate vocabulary is used for the intended audience. There limited variety in sentence length and structure.</p>	<p>Paragraph topic is unclear and may have one supporting detail or a detail that is not relevant and interferes with the text. There is no clear organizational pattern and fails to provide transitions and had inappropriate vocabulary at times. There is no variety in sentence length and structure.</p>

Speaking and Listening Standard- Communicates information and ideas effectively to different audiences

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 4 topics and texts with diverse partners building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules and carry out assigned roles • Pose and elaborate to specific questions to clarify or follow up on 	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 4 topics and texts with diverse partners building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute 	<p>Engages in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 4 topics and texts with diverse partners building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared • Follow agreed upon rules • Ask questions to check for understanding and link comments to the remarks of others • Explain their own ideas and understanding in light 	<p>May need support and guidance to participate in collaborative conversations with diverse partners about grade 3 topics and texts with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> • Follow agreed upon rules • Build on others’ talk by linking their comments to the remarks of others. • Ask for clarification and/or further explanation

<p>information and make comments that contribute</p> <ul style="list-style-type: none"> Reviews the key ideas expressed and draws conclusions 	<ul style="list-style-type: none"> Reviews the key ideas expressed and explains their own ideas and understanding 	<p>of discussion</p>	
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Speaking and Listening Standard- Explains their individual and partner’s ideas and understandings in light of discussion

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	Identifies the reasons and evidence a speaker provides to support particular points.	Ask and answers questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Listener may need support or guidance to formulate questions.

Language Standard- Spells words correctly in written work

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Uses spelling patterns (word families, position based spelling, syllable patterns, ending rules, meaningful word parts) and generalizations in writing words.	In isolation, child is able to spell words in their assigned word sort patterns. They are inconsistent in daily writing. May over generalize learned spelling patterns.	Child is not able to spell assigned word sort patterns in isolation or is very inconsistent.

Language Standard- Uses acquired content area vocabulary in written responses

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (however, in addition, similarly).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic (e.g wildlife when discussing animal	Needs prompting and support to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic (e.g	With prompting and support, writer may or may not be able to use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a

	preservation).	wildlife when discussing animal preservation).	particular topic (e.g wildlife when discussing animal preservation).
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Language Standard- Uses figurative language (similes, metaphors) and word relationships to enhance written message and word meaning

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Interprets figurative language, including similes and metaphors, in context. Recognizes and applies the meaning of common idioms, adages, and proverbs. Uses the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.	Explains the meaning of simple similes and metaphors in context. Recognizes and explains the meaning of common idioms, adages and adverbs. Demonstrates understanding of words by relating them to their opposites (antonyms) and to words that are similar but not identical in meaning (synonyms).	Distinguishes the literal and nonliteral meanings of words and phrases in context. Identify real-life connections between words and their use. Distinguishes shades of meaning among related words that describe states of mind or degrees of certainty.	Identifies real-life connections between words and their use. Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (think, skinny, scrawny).

Language Standard- Writes using grade appropriate punctuation and grammar

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Independently and consistently uses many of the following above grade level expectations. Grammar <ul style="list-style-type: none"> • Explain conjunctions, prepositions and interjections in general and in sentences • Use the perfect word tense • Use verb tense to convey various times, sequences, states and conditions • Use correlative conjunctions Capitalization & Punctuation	Independently and consistently uses many of the following grade level expectations. Grammar <ul style="list-style-type: none"> • Use of relative pronouns and adverbs • Use of progressive verb tense • Use modal auxiliaries (can, may must) • Order adjectives within sentences according to conventional patterns • Use prepositional phrases Capitalization & Punctuation <ul style="list-style-type: none"> • Correct capitalization 	With prompting and support, applies some proficient indicators or is still working on the list below. Grammar <ul style="list-style-type: none"> • Explains the function of nouns, pronouns, verbs, adjectives and adverbs • Uses regular and irregular plural nouns and verbs • Uses abstract nouns • Uses simple verb tense • Ensures subject-verb and pronoun-antecedent agreement • Uses comparative and 	With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below. Grammar <ul style="list-style-type: none"> • Collective nouns • Irregular plural nouns (feet, mice) • Reflexive pronouns (myself) • Past tense verbs • Adjectives and adverbs • Writer uses simple and compound sentences Capitalization & Punctuation

<ul style="list-style-type: none"> • Punctuation to separate items in a series • Use comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no, to set off a tag question and to indicate direct address • Use underlining, quotation marks, or italics to indicate title of works 	<ul style="list-style-type: none"> • Commas and quotation marks in dialogue and quotes from text • Use comma before a coordinating conjunction in a compound sentence 	<p>superlative adjectives and adverbs</p> <ul style="list-style-type: none"> • Coordinating and subordinating conjunctions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> • Capitalization words in titles • Commas in addresses • Commas and quotation marks in dialogue • Form and use possessives 	<ul style="list-style-type: none"> • Including holidays, product names and geographic locations • Commas in series, dates, greetings and closings • Apostrophe in contractions and possessives
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Mathematics

Operations and Algebraic Thinking Standard- Find all factor pairs and multiples for a whole number in the range of 1-100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Finds factors including greatest common factors, multiples including least common multiples, prime factorization including exponential representation and relatively prime numbers in the range to 1,000 or beyond.	Finds all factor pairs and multiples for a whole number in the range of 1-100. Includes identifying whether a number is prime or composite.	With some scaffolding, finds factor pairs and multiples for a whole number in the range of 0-100. Mathematician may independently find factors within a smaller range or they are inconsistently identifying prime composite, multiples and factors.	Routine scaffolding is needed to find factor pairs and multiples for whole numbers. Child has not accomplished the skills or acquired knowledge of level 2.

Operations and Algebraic Standard- Represents and solves for the unknown for a given rule

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Generates and extends finding unknown numbers in equations or patterns, by using letters or shapes for unknown quantities that follow more complex rules.	Represents and analyzes patterns and rules by finding the unknown by using letters or shapes for unknown quantities. Uses words, tables, graphs and models.	With some scaffolding, generates finding unknown numbers in equations or patterns. Independently, they may be able to identify the rule.	May or may not demonstrate an understanding of finding the unknown. Child has not accomplished the skills or acquired the knowledge of level 2.

Operations and Algebraic Standard- Represents and solves multi-step word problems (using all operations) with a symbol standing for the unknown quantity

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Writes, interprets, and uses expressions and equations to represent and solve word problems using letters for unknown quantity.</p> <p>Uses informal and rule-based arguments, evidence, and examples (visual models, diagrams, arrays, etc.) to justify mathematical solutions.</p>	<p>Represents to solve and perseveres in solving multi-step word problems using all operations, including using letters for unknown quantities</p> <p>Constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (models, diagrams, tables).</p>	<p>Utilizing some scaffolding, solves multi-step problems, including using letters for unknown quantities.</p> <p>With prompting and a little support, constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (models, diagrams, tables).</p>	<p>Routine scaffolding is needed to solve problems. Child has not accomplished the skills or acquired knowledge of level 2.</p> <p>Constructs arguments using concrete referents such as objects, diagrams, tables, actions (movement, clapping) and estimating.</p>

Number and Operations Standard- Reads and writes (numerals, words, and $700+20+5=725$) and compares multi-digit numbers to 1,000,000

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Applies place value concepts to read, write and compare whole numbers past 1,000,000 and includes extending place value understanding to reading (uses number words).</p>	<p>Applies place value concepts to read, write and compare whole numbers to 1,000,000. Uses expanded form and rounds numbers to any given place.</p>	<p>With some scaffolding, applies place value concepts to read, write and compare to 100,000. Uses expanded form and rounds numbers to any given place. Mathematician may need support to go beyond 100,000 or they may be inconsistent.</p>	<p>Routine scaffolding is needed to read, write and compare multi-digit numbers. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Number and Operations Standard- Explains the meaning of place value

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Explains the meaning of place value; that a digit in the one place represents 10 times what it represents in the place to its right. Extends place value understanding to reading; names the values with number words, rather than “point four.”	With some scaffolding, identifies how much individual “digits” are valued on a place-value chart but may or may not be able to explain base-ten/decimal system.	Child may still be struggling to consistently identify the value of digits. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Multiplies multi-digit whole numbers

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Multiplies multi-digit numbers using a variety of strategies. Evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	Consistently multiplies multi-digit whole numbers using strategies based on place value (eg. properties of operations, relationship between division and multiplication). Evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	With some scaffolding, multiplies multi-digit numbers. With some support, evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	With routine scaffolding, multiplies multi-digit whole numbers. Child has not accomplished the skills or acquired knowledge of level 2. Explores and may or may not explain answers to the questions, such as “Does this answer make sense?”

Number and Operations Standard- Divides multi-digit whole numbers

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Divides multi-digit numbers using a variety of strategies. Evaluates the reasonableness of answers using mental computation, arithmetic patterns	Consistently divides multi-digit whole number using strategies based on place value (eg. properties of operations, relationship between division and multiplication).	With some scaffolding, divides multi-digit numbers. With some support, evaluates the reasonableness of answers using mental computation, arithmetic	With routine scaffolding, divides multi-digit whole numbers. Child has not accomplished the skills or acquired knowledge of level 2. Explores and may or may not

and estimation strategies.	Evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	patterns and estimation strategies.	explain answers to the questions, such as “Does this answer make sense?”
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Number and Operations Standard- Compares fractions with like and unlike numerators and denominators

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Recognizes fractions as one number (one quantity), rather than two numbers (numerator and denominator), using number lines to represent magnitude of fractions, including mixed numbers.</p> <p>Uses symbols (=, <, >) compares fractions including mixed numbers.</p>	<p>Compares and models fractions, with different denominators, may use benchmark fractions.</p> <p>Represents equivalent fractions in the form a/b.</p> <p>Recognizes fractions as one number (one quantity), rather than two numbers (numerator and denominator), using number lines to represent magnitude of fractions and equivalent/non-equivalent fractions.</p> <p>Uses symbols (=, <, >) compares fractions with like and unlike denominators.</p>	<p>With some scaffolding, compares and models fractions with different denominators, needs utilize benchmark fractions.</p> <p>Child may or may not be able to compare fractions with like denominators independently.</p> <p>Child struggles to recognize fractions as one number.</p>	<p>Child is trying to conceptualize benchmark fractions. They have not accomplished the skills or acquired knowledge of level 2.</p>

Number and Operations Standard- Adds and subtracts mixed number with like denominators in equations and word problems

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Adds and subtracts mixed numbers with unlike denominators in equations and word problems.</p>	<p>Adds and subtracts mixed numbers with like denominators in equations and word problems.</p> <p>Evaluates the reasonableness of</p>	<p>With some scaffolding, adds and subtracts mixed numbers with like denominators in equations and word problems. Child is inconsistent when independent.</p>	<p>With routine scaffolding, child adds and subtracts mixed numbers with like denominators. They have not accomplished the skills or acquired knowledge of</p>

Evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	answers using mental computation, arithmetic patterns and estimation strategies.	With some support, evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.	level 2. Explores and may or may not explain answers to the questions, such as “Does this answer make sense?”
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Number and Operations Standard- Multiplies a fraction by a whole number in equations and word problems

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	<p>Multiplies a fraction by a whole number in equations in real-world contexts and equations.</p> <p>Evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.</p>	<p>Multiplies a fraction by a whole number in equations but may need limited support in real world contexts.</p> <p>With some support, evaluates the reasonableness of answers using mental computation, arithmetic patterns and estimation strategies.</p>	<p>Needs routine scaffolding to multiply a fraction by a whole number in equations and word problems. They may not have accomplished the skills or acquired the knowledge of level 2.</p> <p>Explores and may or may not explain answers to the questions, such as “Does this answer make sense?”</p>

Number and Operations Standard- Compares two decimals to hundredths

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Uses number words to indicate decimal value to the hundredth thousandths. Is able to use and compare decimals to the same place value indicator.	<p>Uses number words to indicate decimal value (tenths, hundredths).</p> <p>Uses and compares decimals to the hundredths and justifies comparison by using visual models.</p>	With some scaffolding, uses number words to indicate decimal value. Compares decimals to the hundredths and justifies comparison by using visual models.	With routine scaffolding, uses number words to indicate decimal value and to compare decimals. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Converts fractions with denominators of 10 or 100 to a decimal

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Converts most fractions into a decimal.	Converts and rewrites fractions with denominators of 10 or 100 as equivalent decimals.	With some scaffolding, converts and rewrites fractions with denominators of 1- or 100 as equivalent decimals. Independently, they are inconsistent.	With routine scaffolding, child converts and rewrites fractions. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Applies the area formula in rectangles

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Uses a variety of strategies (decomposing complex shapes, using models and formulas) to estimate or measure area including irregular shapes, objects, polygons and quadrilaterals. Explores what happens to a two-dimensional measurement (area and perimeter) when the dimensions of the figure are changed.	Uses a variety of strategies (decomposing complex shapes, using counting strategies, arrays, and formulas) to estimate or measure area in rectangles. They are able to construct and explanation or argument on why the formula works.	With some scaffolding, child uses a strategy to estimate or measure the area of the rectangle. They may use the formula, but are unable to construct an argument or explanation of why the formula works.	Recognizes that the smaller the unit, the more units are needed to measure and object. With routine scaffolding, child uses strategies and applies the area formula. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Solve word problems involving measurement (time, volume, mass) from a larger unit to a smaller unit

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Selects and applies appropriate standard units, tools, and level of precision in real-world measurement problems. It extends to the area of area, volume and rate.	Selects and applies appropriate unit for measuring the given attribute (time, volume, mass) and converts within the systems when solving problems. Child perseveres in solving them.	With some scaffolding, child can select and apply customary or metric units and tools that include simple conversions within systems to solve problems. Independently they are inconsistent.	Applies non-standard and common standard units to measure or estimate and has gaps in selecting the appropriate unit. With routine scaffolding, child can select and apply customary or metric units and tools for simple

	<p>Constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (models, diagrams, tables)</p> <p>Recognize situations that require precision (money, time) and those where an estimation would be appropriate.</p>	<p>With prompting and a little support, constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (models, diagrams, tables).</p>	<p>conversions.</p> <p>Constructs arguments using concrete referents such as objects, diagrams, tables, actions (movement, clapping) and estimating.</p>
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Geometry Standard- Draws and identifies points, lines and line segments in two-dimensional figures

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	<p>Identifies and draws points, lines, line segments, and perpendicular and parallel lines in two-dimensional figures.</p> <p>Classify two-dimensional figures using parallel or perpendicular lines, or by angle measurement.</p>	<p>With some scaffolding, child identifies and/or draws points, lines and line segments in two-dimensional figures.</p> <p>Independently, they may only be able to either identify the points, line and line segments.</p>	<p>With routine scaffolding, child identifies and/or draws points, lines, and line segments in two-dimensional figures. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Geometry Standard- Draws and identifies rays and angles in two-dimensional figures

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Constructs or draws geometric shapes from given conditions (e.g. draw triangles given three angles or side measurements; change scale).</p>	<p>Identifies and draws rays and angles (right, acute, obtuse) in two-dimensional figures.</p> <p>Recognize angles are geometric shapes that are formed wherever two rays share a common endpoint.</p>	<p>With some scaffolding, identifies and draws rays and angles in two-dimensional figures.</p>	<p>With routine scaffolding, identifies and draws rays and angles in two-dimensional figures. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Geometry Standard- Draws and identifies the line of symmetry for a two-dimensional figure

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Recognizes and draws line of symmetry in a variety of two-dimensional figures.	With some scaffolding, student recognizes and draws line of symmetry. They may be inconsistent.	Child is unable to identify or draw lines of symmetry without significant help or support. With routine scaffolding, student recognizes and draws line of symmetry.

Automaticity of Facts - Multiplication facts to 100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Automaticity of Facts - Division facts to 100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Resources:

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio , Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Pearson

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)