

PASD 4th Grade Report Card Rubric MP 2

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Reads with accuracy	Knows and applies knowledge of word patterns, phonics, and word analysis skills in decoding words.	Knows and applies knowledge of word patterns, phonics, and word analysis skills in decoding words.	Knows and applies grade level knowledge of word patterns, phonics, and word analysis skills in decoding words.	Knows and applies above grade level knowledge of word patterns, phonics, and word analysis skills in decoding words.
Reads with fluency	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and some pausing guided by author's meaning and punctuation, with some self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and some pausing guided by author's meaning and punctuation, with some self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and some pausing guided by author's meaning and punctuation, with some self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation, with minimal self-corrections/repetitions; mostly appropriate stress and rate with few slowdowns (regardless of student's instructional reading level)

READING LITERATURE				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Describe in depth a character's traits and motives, drawing on specific details in the text	N/A	N/A	N/A	N/A
Explain how a part of a text (story, drama or poem) fits together to provide the overall structure of the given text	N/A	N/A	N/A	N/A
Determine a theme of a text from details in the text; summarize the text	N/A	N/A	N/A	N/A
Cites relevant textual evidence by quoting accurately from the text	N/A	N/A	N/A	N/A
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A	N/A
Reads literary text proficiently and independently in the fourth grade text complexity band	N/A	N/A	N/A	N/A

READING INFORMATIONAL TEXT				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Determine the main idea in a text and explain how they are supported by key details (Summarize the text)	Determines the topic of a text; and lists facts about the topic.	Determines the main idea of a text; recounts some details using concrete evidence.	Determines the main idea of a text; recounts the key details reflecting the structure of the text using concrete evidence and may show inferential thinking.	Determines the main ideas of a text; clearly recounts the key details reflecting the structure of the text using concrete evidence and shows inferential thinking.
Analyze parts of a text (including text structure) in relation to the whole	Tells about general connections between part and topic	Identifies the text structure and attempts to understand the relationship of the identified structure to the whole text	Explains how the text structure contributes to an understanding of the whole text	Explains and identifies how each text structure contributes to an understanding of the whole text; as well as incorporating academic language
Identify an author's craft technique and elaborate how the technique supports the author's goals	Identifies a part of the text that stands out to the reader	Identifies a technique the author used to support the text goal	Identifies and explains the technique(s) the author used to support the text goal	Identifies and elaborates on the technique(s) the author used to support the text goal with multiple ideas
Integrate information from two texts on the same topic to demonstrate understanding of that topic	Collect and merge information from different texts (or parts of text) with some relevance	Collect and merge some information from different texts (or parts of text) in a way that makes a new organization for the information; some facts may not be relevant	Collect and merge information from different texts (or parts of text) in a way that makes a new organization for the information	Collect and reorganize information from different texts (or parts of text) into subcategories including carefully selected supporting details
Name the point of view and how it affects the information presented	N/A	N/A	N/A	N/A
Cites relevant textual evidence by quoting accurately from the text	Supports an interpretation about the text (e.g., main idea, key details, quotations...)	Uses evidence to support interpretations about the text (e.g., main idea, key details, quotations...)	Uses specific evidence to support interpretations about the text (e.g., main idea, key details, quotations...)	Uses specific evidence to support interpretations about the text (e.g., main idea, key details, quotations...), including academic language and a variety of examples
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with above grade level text

Reads informational and non-fiction text proficiently and independently in the fourth grade text complexity band	Reads and comprehends informational text at F&P level N and below , as evidenced from multiple sources	Reads and comprehends informational text at F&P level O/P , as evidenced from multiple sources	Reads and comprehends informational text at F&P level Q/R , as evidenced from multiple sources	Reads and comprehends informational text at F&P level S and above , as evidenced from multiple sources
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WRITING AND CONVENTIONS				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Writes narrative pieces proficiently	N/A	N/A	N/A	N/A
Writes informational pieces proficiently	N/A	N/A	N/A	N/A
Participates in individual or shared research and writing projects	N/A	N/A	N/A	N/A
Writes opinion pieces proficiently	Writes about a topic and may support it with reasons or evidence	States a claim and may support it with reasons and/or evidence	Clearly states a claim about a topic and supports it with reasons and evidence	Clearly states a claim about a topic and effectively supports it with relevant reasons and evidence
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Uses grade-level appropriate grammar, capitalization, and punctuation when writing Exhibits skills 70-90% of the time	Uses grade-level appropriate grammar, capitalization, and punctuation when writing Exhibits skills almost all or above 90% of the time
Uses grade-level appropriate spelling	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling Exhibits skills 70-90% of the time	Uses grade-level appropriate spelling Exhibits skills almost all or above 90% of the time

SPEAKING AND LISTENING				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Report on a topic/present an opinion to support main ideas with relevant details	Expresses ideas or feelings with some details that support an opinion	Expresses ideas and/or feelings with details that support an opinion	Expresses ideas and feelings clearly with relevant details that support an opinion	Expresses ideas and feelings clearly with a variety of relevant details that support an opinion
Engage effectively in a range of collaborative grade-level discussions	Participates in discussions at times and may ask questions	Participates in discussions and asks questions about the discussion topic	Actively participates in discussions, asks questions to check understanding, stays on topic , and links their comments to the remarks of others	Actively participates in discussions, asks questions relative to the topic demonstrating critical thinking, and links their comments to the remarks of others

MATHEMATICS

NUMBERS AND OPERATIONS				
Descriptor	1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Apply place value to show an understanding of multi-digit whole numbers	N/A	N/A	N/A	N/A
Use place value understandings and properties of operations to perform multi-digit arithmetic	N/A	N/A	N/A	N/A

Extend the understanding of fractions to show equivalence and ordering.	<p>Demonstrates an understanding of fractions and fraction equivalence using models.</p> <p>Compares and orders like and unlike fractions.</p> <p>Compares a fraction to one benchmark such as one half.</p>	<p>Demonstrates an understanding of fractions and fraction equivalence using models.</p> <p>Compares and orders like and unlike fractions.</p> <p>Compares a fraction to one benchmark such as one half.</p> <p>**Benefits from 1-on-1/small group instruction.</p>	<p>Demonstrates an understanding of fractions and fraction equivalence using models.</p> <p>Compares and orders like and unlike fractions.</p> <p>Compares a fraction to two or more benchmarks such as zero or one half.</p>	<p>Demonstrates an understanding of fractions and fraction equivalence using models.</p> <p>Compares and orders like and unlike fractions.</p> <p>Compares a fraction to all benchmarks (0, $\frac{1}{2}$, 1).</p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	<p>Adds and subtracts like and unlike fractions and mixed numbers.</p> <p>Converts mixed numbers to improper fractions.</p> <p>Solve word problems involving multiplication of a fraction by a whole number.</p>	<p>Adds and subtracts like and unlike fractions and mixed numbers.</p> <p>Converts mixed numbers to improper fractions.</p> <p>Solve word problems involving multiplication of a fraction by a whole number.</p> <p>**Benefits from 1-on-1/small group instruction</p>	<p>Adds and subtracts like and unlike fractions and mixed numbers.</p> <p>Converts mixed numbers to improper fractions.</p> <p>Solve word problems involving multiplication of a fraction by a whole number.</p>	<p>Adds and subtracts like and unlike fractions and mixed numbers.</p> <p>Converts mixed numbers to improper fractions.</p> <p>Solve word problems involving multiplication of a fraction by a whole number and a fraction by a fraction.</p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>
Understand decimal notations for fractions and compare decimal fractions.	N/A	N/A	N/A	N/A

ALGEBRAIC CONCEPTS				
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Represent and solve problems involving four operations	Solve word problems including multi-step problems that involve whole numbers, using the four operations in which remainders must be interpreted. Assess the reasonableness of answers using mental computation and estimation strategies.	Solve word problems including multi-step problems that involve whole numbers, using the four operations in which remainders must be interpreted. Assess the reasonableness of answers using mental computation and estimation strategies. **Benefits from 1-on-1/small group instruction	Solve word problems including multi-step problems that involve whole numbers, using the four operations in which remainders must be interpreted. Assess the reasonableness of answers using mental computation and estimation strategies.	Solve word problems including multi-step problems that involve whole numbers, using the four operations in which remainders must be interpreted. Assess the reasonableness of answers using mental computation and estimation strategies. **Independently completes extension activities of skills such as POYTC and enrichment packets.
Demonstrate multiplication and division fluency	Able to solve basic multiplication and division facts (0-12) at a minimum of 80% accuracy.	Able to solve basic multiplication and division facts (0-12) at a minimum of 80% accuracy.	Able to solve basic multiplication and division facts (0-12) at a minimum of 80% accuracy.	Able to solve basic multiplication and division facts (0-12) at a minimum of 80% accuracy.
Develop and/or apply number theory concepts to find factors and multiples.	N/A	N/A	N/A	N/A
Generate and analyze patterns using one rule.	N/A	N/A	N/A	N/A

GEOMETRY				
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	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Draw and identify lines and angles in 2-dimensional shapes.	N/A	N/A	N/A	N/A
Classify 2-dimensional shapes by properties of their lines and angles.	N/A	N/A	N/A	N/A
Recognize symmetric shapes and draws lines of symmetry.	N/A	N/A	N/A	N/A

MEASUREMENT, DATA AND PROBABILITY				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Solve problems involving measurement and/or conversions.	N/A	N/A	N/A	N/A
Represent and interpret information from one type of data display to another.	Makes a line plot to display a data set of measurements with whole numbers and fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Reads and analyzes line, bar, and pictographs.	Makes a line plot to display a data set of measurements with whole numbers and fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Reads and analyzes line, bar, and pictographs. **Benefits from 1-on-1/small group instruction	Makes a line plot to display a data set of measurements with whole numbers and fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Reads and analyzes line, bar, and pictographs.	Makes a line plot to display a data set of measurements with whole numbers and fractions of a unit beyond regular fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Reads, analyzes and creates line, bar, and pictographs. **Independently completes extension activities of skills such as POTYC and enrichment packets.
Understand concepts of angles and measure angles.	N/A	N/A	N/A	N/A