

PASD 4th Grade Report Card Rubric MP 4

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; 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	Identifies a character's traits especially if it is explicitly named. Describes a change on a surface-level.	Identifies a character's traits. Describes changes in a character throughout a text.	Identifies a character's traits. Describes changes in a character throughout a text.	Identifies multiple traits to describe a character. Describes changes in a character throughout a text and explains how the character is complex.
Explain how a part of a text (story, drama, or poem) fits together to provide the overall structure of the given text	Tells what came before the part and/or what came after.	Identifies how a specific part of the text (e.g., theme, conflict, resolution, specific events...) affects the whole story.	Identifies how a specific part of the text (e.g., theme, conflict, resolution, specific events...) affects the whole story.	Identifies and explains how a specific part of the text (e.g., theme, conflict, resolution, specific events...) affects the whole story.
Determine a theme of a text from details in the text; summarize the text	Identifies a lesson as it applies to the text.	Identifies a theme as it applies across the text.	Identifies a theme as it applies across the text.	Identifies and explains multiple themes as it applies across the text.
Cites relevant textual evidence by quoting accurately from the text	Uses evidence to support theories about interpretations in relation to the text (e.g., traits, themes...).	Uses evidence to support theories about interpretations in relation to the text (e.g., traits, themes...).	Uses evidence to support theories about interpretations in relation to the text (e.g., traits, themes...).	Uses evidence to support theories about interpretations in relation to the text, including academic language and a variety of examples to support theories.
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 literary text proficiently and independently in the fourth grade text complexity band	Reads and comprehends literature on guided reading and/or F&P level P or below.	Reads and comprehends literature on guided reading and/or F&P level Q/R.	Reads and comprehends literature on guided reading and/or F&P level S.	Reads and comprehends literature on guided reading and/or F&P level T and above.

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 of a text; recount the key details and explain how they support the main idea	N/A	N/A	N/A	N/A
Uses text features and search tools to locate key facts or information in a text	N/A	N/A	N/A	N/A
Identifies similarities in and differences between two texts	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 informational and non-fiction text proficiently and independently in the fourth grade text complexity band	N/A	N/A	N/A	N/A

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	Writes about a topic and expresses ideas and knowledge and may include some vocabulary, facts, and details.	Writes about a specific topic and expresses ideas and knowledge by including some relevant vocabulary, facts, and details.	Writes about a specific topic and clearly expresses ideas and knowledge by including relevant vocabulary, facts, and details.	Writes about a specific topic and clearly expresses ideas and knowledge by including relevant vocabulary, facts, and details. Uses text features to present information
Participates in individual or shared research and writing projects	Gathers information from one source	Gathers information from a variety of sources as it pertains to a specific topic.	Gathers relevant information from a variety of sources as it pertains to a specific topic.	Gathers relevant information from a variety of sources as it pertains to a specific topic.
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A
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	Uses grade-level appropriate grammar, capitalization, and punctuation when writing
Uses grade-level appropriate spelling	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling

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.	N/A	N/A	N/A	N/A
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	N/A	N/A	N/A	N/A
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 whole numbers, using the four operations. 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 and generate 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 a variety of 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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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.	Classify 2-dimensional figures based on the presence or absence of parallel or perpendicular lines and angles of a specific size.	Classify 2-dimensional figures based on the presence or absence of parallel or perpendicular lines and angles of a specific size. **Benefits from 1-on-1/small group instruction	Classify 2-dimensional figures based on the presence or absence of parallel or perpendicular lines and angles of a specific size.	Classify 2-dimensional figures based on the presence or absence of parallel or perpendicular lines and angles of a specific size. **Independently completes extension activities of skills such as POYTC and enrichment packets
Recognize symmetric shapes and draws lines of symmetry.	Recognize a line of symmetry for a 2-dimensional figure as a line across the figure that can be folded along the line into matching parts. Identify figures that are symmetrical.	Recognize a line of symmetry for a 2-dimensional figure as a line across the figure that can be folded along the line into matching parts. Can draw lines of symmetry. Identify figures that are symmetrical. **Benefits from 1-on-1/small group instruction	Recognize a line of symmetry for a 2-dimensional figure as a line across the figure that can be folded along the line into matching parts. Can draw lines of symmetry. Identify figures that are symmetrical.	Recognize a line of symmetry for a 2-dimensional figure as a line across the figure that can be folded along the line into matching parts. Can draw lines of symmetry. Identify figures that are symmetrical. **Independently completes extension activities of skills such as POYTC and enrichment packets

MEASUREMENT, DATA AND PROBABILITY				
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.)
Solve problems involving measurement and/or conversions.	Understand the relative sizes of measurement units within one system of units.	Understand the relative sizes of measurement units within one system of units. **Benefits from 1-on-1/small group instruction	Understand the relative sizes of measurement units within one system of units.	Understand the relative sizes of measurement units within one system of units. **Independently completes extension activities of skills such as POYTC and enrichment packets
Represent and interpret information from one type of data display to another.	N/A	N/A	N/A	N/A
Understand concepts of angles and measure angles.	N/A	N/A	N/A	N/A