

GRADE 4 GRADING BENCHMARK STATEMENTS

ELA: Reading Literature and Informational Text: Grade 4: Statement #1:

Reads and comprehends literature at grade level text complexity.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	Student is reading at level O or below, as assessed by Running Records	Student is reading at level P-Q, as assessed by Running Records	Student is reading at level R or above, as assessed by Running Records
<u>2</u>	Student is reading at level P or below, as assessed by Running Records	Student is reading at level Q-R, as assessed by Running Records	Student is reading at level S or above, as assessed by Running Records

ELA: Reading Literature and Informational Text: Grade 4: Statement #2:

Summarizes text including theme and main idea.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student will attempt to summarize text but may include some unimportant details or leave out important details. Student may not be able to state main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 1 and 2 Performance Tasks</p>	<p>Student will summarize text but may include some unimportant details and is able to state main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 1 and 2 Performance Tasks</p>	<p>Student will consistently be able to summarize texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 1 and 2 Performance Task</p>
<u>2</u>	<p>Student will summarize text but may include some unimportant details or leave out important details. Student may not be able to state main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 3 and 4 Performance Tasks</p>	<p>Student will summarize text but may include some unimportant details and is able to state main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 3 and 4 Performance Tasks</p>	<p>Student will consistently summarize texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Units 3 and 4 Performance Tasks</p>

ELA: Reading Literature and Informational Text: Grade 4: Statement #3:

Interprets characters in depth through setting and events.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 1 Performance Task</p>	<p>Student describes characters in a story (traits and perspective) and explains or recalls character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 1 Performance Task</p>	<p>Student consistently and accurately describes characters in a story (traits, motivations, struggles, perspective and complexity) and explains how their actions contribute to the plot.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 1 Performance Task</p>
<u>2</u>	<p>Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 4 Performance Task</p>	<p>Student describes characters in a story (traits and perspective) and explains or recalls character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 4 Performance Task</p>	<p>Student consistently and accurately describes characters in a story (traits, motivations, struggles, perspective and complexity) and explains how their actions contribute to the plot.</p> <p>Evidence may include: Anecdotal conferring notes, running records</p> <p>Unit 4 Performance Task</p>

ELA: Reading Literature and Informational Text: Grade 4: Statement #4:

Compares and contrasts perspectives in both literature and informational text by using textual evidence and making connections.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited success in comparing and contrasting meaningful concepts and ideas. The student does not use text evidence to support ideas or make connections.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>	<p>Student demonstrates partial success with comparing and contrasting meaningful concepts and ideas. The student attempts to use text evidence, but may not select the strongest evidence.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>	<p>Student is consistently able to compare and contrast meaningful concepts and ideas, including strong and relevant text evidence and making connections.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>

ELA: Reading Literature and Informational Text: Grade 4: Statement #5:

Determines meaning of words using textual context clues

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student demonstrates limited success with using context clues to determine the meaning of words or phrases in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>	<p>Student demonstrates partial success with using context clues to determine the meaning of words or phrases in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>	<p>Student is consistently able to use context clues to determine the meaning of words or phrases in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, reading notebooks/post-it notes</p>

ELA: Reading Foundational Skills: Grade 4: Statement #1:

Knows and applies grade level phonics and word analysis skills in decoding and encoding words.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student is below grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>Evidence may include: Running Records, Reading conferences, Student's writing notebook, Spelling Analysis (LN-WW)</p>	<p>Student inconsistently applies grade level phonics and word analysis skills in decoding and encoding words.</p> <p>Evidence may include: Running Records, Reading conferences, Student's writing notebook, Spelling Analysis (WW-SJ)</p>	<p>Student consistently applies grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>Evidence may include: Running Records, Reading conferences, Student's writing notebook, Spelling Analysis (SJ/DC)</p>

ELA: Reading Foundational Skills: Grade 4: Statement #2:

Reads grade level texts with sufficient accuracy and fluency to support comprehension

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
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<p><u>1</u></p>	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 0 and accuracy score 98%+ on Level P or below texts</p> <p>Reading conferences Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 2 or 1 and accuracy score 98%+ on Level Q texts</p> <p>Reading conference Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 98%+ on Level R texts or above</p> <p>Reading conferences Anecdotal notes</p>
<p><u>2</u></p>	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 0 and accuracy score 98%+ on Level Q or below texts</p> <p>Reading conferences Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 2 or 1 and accuracy score 98%+ on Level R texts</p> <p>Reading conference Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 98%+ on Level S texts or above</p> <p>Reading conferences Anecdotal notes</p>

ELA: Language: Grade 4: Statement #1:

Applies conventions and writing mechanics of standard English.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<p><u>1 & 2</u></p>	<p>Student demonstrates limited command of the conventions of standard English usage and mechanics when writing as demonstrated in student writing samples.</p> <p>Evidence may include: Students meet few or none of the fourth grade criteria under each indicator of the language conventions section on the learning progression.</p>	<p>Student demonstrates sufficient command of the conventions of standard English usage and mechanics when writing as demonstrated in student writing samples.</p> <p>Evidence may include: Students meet some of the fourth grade criteria under each indicator of the language and conventions section on the learning progression.</p>	<p>Student demonstrates mastery of the conventions of standard English usage and mechanics when writing as demonstrated in student writing samples.</p> <p>Evidence may include: Students meet all or almost all fourth grade criteria under each indicator of the language conventions section on the learning progression.</p>

ELA: Writing: Grade 4: Statement #1:

Writes evidence supported arguments to support claims based on analysis of texts and topics.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student writes an essay that may include a thesis statement and at least 1 supporting reasons</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet few or none of the fourth grade criteria under each indicator of the structure and development section on the opinion writing rubric.</p>	<p>Student writes detailed essay with clear thesis statement and at least 2 supporting reasons</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet some of the fourth grade criteria under each indicator of the structure and development section on the opinion writing rubric.</p>	<p>Student consistently writes detailed essay with clear thesis statement and at least 2 supporting reasons with evidence</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet all or almost all of the fourth grade criteria under each indicator of the structure and development section on the opinion writing rubric.</p>

ELA: Writing: Grade 4: Statement #2:

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	N/A	N/A	N/A
<u>2</u>	<p>Student attempts to convey information about a topic.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet few or none of the fourth grade criteria under each indicator of the structure and development section on the information writing rubric.</p>	<p>Student conveys information about a topic and attempts to incorporate different components of the topic using facts, text features and/or supported ideas throughout an informative/explanatory piece.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet some of the fourth grade criteria under each indicator of the structure and development section on the information writing rubric.</p>	<p>Student conveys information about a topic and different components of the topic using facts, text features and supported ideas throughout an informative/explanatory piece.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet all or almost all of the fourth grade criteria under each indicator of the structure and development section on the information writing rubric.</p>

ELA: Writing: Grade 4: Statement #3:

Writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student attempts to write a narrative without demonstrating descriptive details and / or action, figurative language and internal and external dialog.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet few or none of the fourth grade criteria under each indicator of the structure and development section on the narrative writing rubric.</p>	<p>Student inconsistently writes a cohesive narrative and attempts to emphasising some part of the story. Student attempts to write the story bit by bit including some descriptive details and / or action, figurative language, internal and external dialogue.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet some of the fourth grade criteria under each indicator of the structure and development section on the narrative writing rubric.</p>	<p>Student consistently writes a cohesive narrative emphasising the heart of the story. Student writes the story bit by bit including descriptive details, action, and figurative language internal and external dialogue.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Students meet all or almost all of the fourth grade criteria under each indicator of the structure and development section on the narrative writing rubric.</p>
<u>2</u>	n/a	n/a	n/a

Math Grade 4: Statement #1:

Fluently divides within 100

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	Fact Fluency Level 1 and 2 0-49%	Fact Fluency Level 1 and 2 50-74%	Fact Fluency Level 1 and 2 75-100%
<u>2</u>	Fact Fluency Level 1 and 2 0-49%	Fact Fluency Level 1 and 2 50-74%	Fact Fluency Level 1 and 2 75-100%

Math Grade 4: Statement #2:

Generalizes place value understanding for multi-digit whole numbers.

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	Student is not yet able to, or shows limited success when using place value to understand multi-digit whole numbers Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment in addition to supplemental classroom assessments	Student shows partial success when using place value to understand multi-digit whole numbers Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment in addition to supplemental classroom assessments	Student is able to successfully use place value to understand multi-digit whole numbers Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment in addition to supplemental classroom assessments
<u>2</u>	Student is not yet able to, or shows limited success when using place value to understand multi-digit whole numbers Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student shows partial success when using place value to understand multi-digit whole numbers Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student is able to successfully use place value to understand multi-digit whole numbers Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments

Math Grade 4: Statement #3:

Apply rounding and estimation skills to aid in multi-digit computation.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or shows limited success when rounding and estimating</p> <p>Evidence may include: Unit Stop Light Assessment, Beginning of the Year and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit arithmetic using rounding and estimation</p> <p>Evidence may include: Unit Stop Light Assessment, Beginning of the Year and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully perform multi-digit arithmetic using rounding and estimation</p> <p>Evidence may include: Unit Stop Light Assessment, Beginning of the Year and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments</p>
<u>2</u>	<p>Student is not yet able to, or shows limited success when performing multi-digit arithmetic using rounding and estimation</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit arithmetic using rounding and estimation</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully perform multi-digit arithmetic using rounding and estimation</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #4:

Performs multi-digit addition and subtraction equations and uses symbols to express unknown values.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or shows limited success when performing addition and subtraction multi-digit equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit addition and/or subtraction equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully performing multi-digit addition and subtraction equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>
<u>2</u>	<p>Student is not yet able to, or shows limited success when performing addition and subtraction multi-digit equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit addition and/or subtraction equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully performing multi-digit addition and subtraction equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #5:

Performs multi-digit multiplication and division equations and uses symbols to express unknown values.

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or shows limited success when performing multiplication and division multi-digit equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit multiplication and/or division equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully performing multi-digit multiplication and division equations</p> <p>Evidence may include: Unit Stop Light Assessments, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>
<u>2</u>	<p>Student is not yet able to, or shows limited success when performing multiplication and division multi-digit equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when performing multi-digit multiplication and/or division equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully performing multi-digit multiplication and division equations</p> <p>Evidence may include: Unit Stop Light, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #6

Identifies a multiplication equation as a comparison, recognizing equal group/inverse relationships, and applies knowledge to real-life scenarios.

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or shows limited success when identifying multiplication equations and applying knowledge to real-life scenarios.</p> <p>Evidence may include: Unit 3 Stop Light, Mid Year Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when identifying multiplication equations and applying knowledge to real-life scenarios.</p> <p>Evidence may include: Unit 3 Stop Light, Mid Year Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully identify multiplication equations and apply knowledge to real-life scenarios.</p> <p>Evidence may include: Unit 3 Stop Light, Mid Year Assessment, in addition to supplemental classroom assessments</p>
<u>2</u>	NA	NA	NA

Math Grade 4: Statement #7:

Interprets remainders in division with valid reasoning when solving multi-step word problems.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or shows limited success when interpreting remainders using division</p> <p>Evidence may include: Unit Stop Light Assessment, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when interpreting remainders using division</p> <p>Evidence may include: Unit Stop Light Assessment, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully interpret remainders using division and provides valid reasoning</p> <p>Evidence may include: Unit Stop Light Assessment, Mid Year Benchmark Assessment, in addition to supplemental classroom assessments</p>
<u>2</u>	<p>Student is not yet able to, or shows limited success when interpreting remainders using division</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when interpreting remainders using division</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully interpret remainders using division and provides valid reasoning</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #8:

Compares, builds, and represents fractions from unit fractions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when comparing, building, and representing fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when comparing, building, and representing fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student is able to successfully compare, build, and represent fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #9:

Applies previous understandings of whole number operations when using fractions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when adding, subtracting, and multiplying unit fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when adding, subtracting, and multiplying unit fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student is able to successfully add, subtract, and multiply unit fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #10:

Expresses decimal notation for fractions and compare decimals to fractions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when comparing decimals to fractions</p> <p>Evidence may include: Unit Stop Light Assessments and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when comparing decimals to fractions</p> <p>Evidence may include: Unit Stop Light Assessments and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>	<p>Student is able to successfully compare decimals to fractions</p> <p>Evidence may include: Unit Stop Light Assessment and End of Year Benchmark Assessment in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #11:

Draws and identifies lines and angles, and group shapes by their properties.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when drawing and identifying lines, angles, and shapes by their properties</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when drawing and identifying lines, angles, and shapes by their properties</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully draw and identify lines, angles, and shapes by their properties</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 4: Statement #12:

Determines the area and perimeter of rectangles in real world problems and applications.

Semester	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when calculating the area and perimeter of rectangles.</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when calculating the area and perimeter of rectangles.</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully calculate the area and perimeter of rectangles.</p> <p>Evidence may include: Unit Stop Light Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Science: Grade 4: Statement #1:

Uses evidence to construct or support explanations verbally and/or written.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student is not yet able to, or has shown limited success when using evidence to support explanations verbally and/or written</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric as well as the Class Conversation Observation Form on performance tasks, engineering projects, and classroom explanations.</p>	<p>Student has shown partial success when using evidence to support explanations verbally and/or written</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric as well as the Class Conversation Observation Form on performance tasks, engineering projects, and classroom explanations.</p>	<p>Student is able to successfully use evidence to support explanations verbally and/or written</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric as well as the Class Conversation Observation Form on performance tasks, engineering projects, and classroom explanations.</p>

Science: Grade 4: Statement #2:

Builds and revises models to represent, describe, and/or predict phenomena, and design solutions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1 & 2</u>	<p>Student is not yet able to, or showing limited success when building and revising models to represent, describe, and/or predict phenomena, and design solutions</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric on performance tasks, engineering projects, and classroom experiences.</p>	<p>Student has shown partial success when building and revising models to represent, describe, and/or predict phenomena, and design solutions</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric on performance tasks, engineering projects, and classroom experiences.</p>	<p>Student is able to successfully build and revise models to represent, describe, and/or predict phenomena, and design solutions</p> <p>Evidence may include: Engineering Practice and Performance Task Rubric on performance tasks, engineering projects, and classroom experiences.</p>

Science: Grade 4: Statement #3:

Explains that the faster an object is moving, the more energy it possesses. When objects collide, the energy is transferred to change the object's motions.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	<p>Student is not yet able to, or has shown limited success when identifying the forces that change an object's motion.</p> <p>Evidence may include: Energy Assessment and classroom experiences.</p>	<p>Student has shown partial success when identifying the forces that change an object's motion.</p> <p>Evidence may include: Energy Assessment and classroom experiences.</p>	<p>Student is able to successfully identify the forces that change an object's motion.</p> <p>Evidence may include: Energy Assessment and classroom experiences.</p>
<u>2</u>	NA	NA	NA

Science: Grade 4: Statement #4:

Identifies internal and external structures and explains the specific functions of those structures in animals.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or shows limited success when identifying internal and external structures that have specific functions in animals.</p> <p>Evidence may include: Animal Response Assessment and classroom experiences.</p>	<p>Student shows partial success when identifying internal and external structures that have specific functions in animals.</p> <p>Evidence may include: Animal Response Assessment and classroom experiences.</p>	<p>Student is able to successfully identify internal and external structures that have specific functions in animals.</p> <p>Evidence may include: Animal Response Assessment and classroom experiences.</p>

Science: Grade 4: Statement #5:

Explains and/or models that water, ice, wind, living organisms, and/or gravity break down rocks, soils, and sediments into smaller particles and move them around.

<u>Semester</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>1</u>	NA	NA	NA
<u>2</u>	<p>Student is not yet able to, or has shown limited success when explaining and/or modeling how rocks break down into smaller particles.</p> <p>Evidence may include: Processes that Shape the Earth Performance Task, and classroom experiences.</p>	<p>Student has shown partial success when explaining and/or modeling how rocks break down into smaller particles.</p> <p>Evidence may include: Processes that Shape the Earth Performance Task, and classroom experiences.</p>	<p>Student is able to successfully explain and/or model how rocks break down into smaller particles.</p> <p>Evidence may include: Processes that Shape the Earth Performance Task, and classroom experiences.</p>