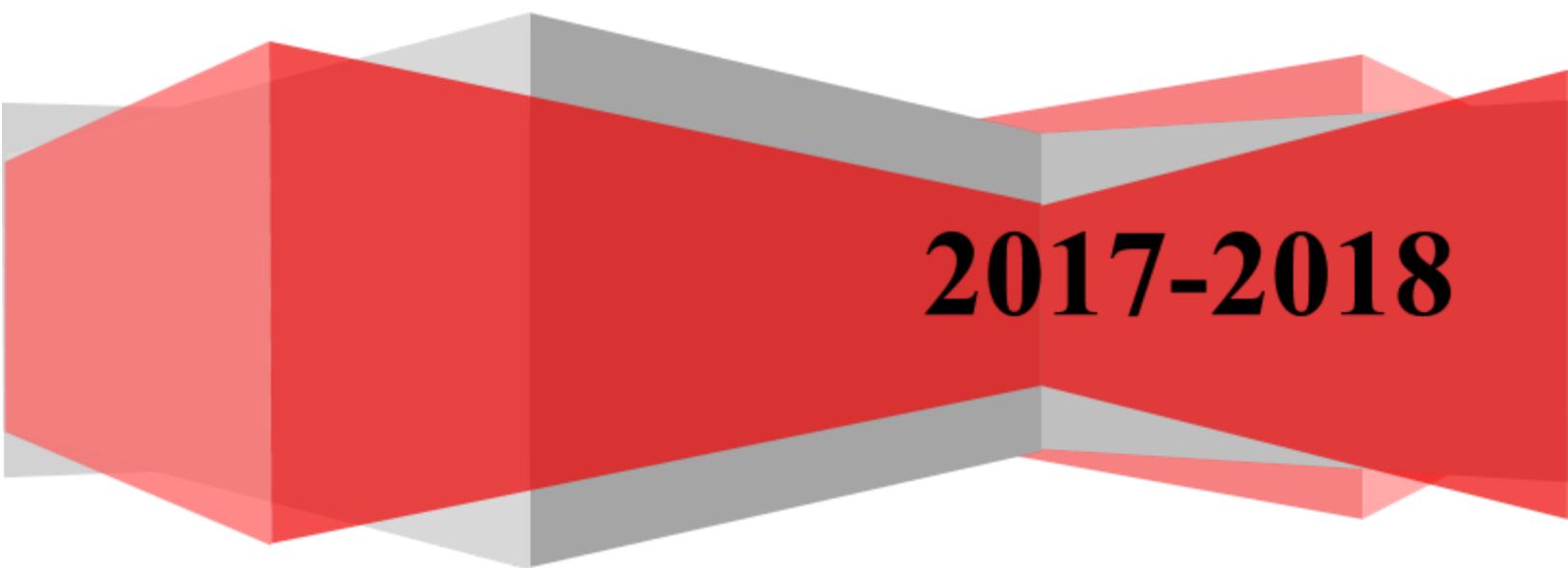


Revised May 2017

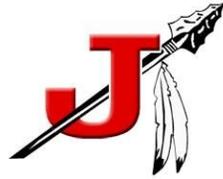
JACKSON R-II SCHOOL DISTRICT

4th Grade Standards-Based Report Card Rubrics



2017-2018

JACKSON R-II SCHOOL DISTRICT



FOURTH GRADE STANDARDS-BASED REPORT CARD RUBRICS

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4th Grade English Language Arts

READING: COMPREHENSION

Summarizes main ideas and details. (RI.4.1, RI.4.2, RL4.2) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND Explains TWO or more main ideas of a text. Part of RI.5.2</p> <p><i>This standard should be assessed using <u>above grade-level nonfiction</u> reading text of appropriate complexity.</i></p>	<p>Summarizes main ideas and relevant details in a logical sequence. RI.4.1, RI.4.2, RL4.2</p> <p><i>This standard should be assessed using grade-level <u>fiction and nonfiction</u> reading text of appropriate complexity for grade four. RL.4.10, RI.4.10</i></p>	<p>Summarizes SOME main ideas and relevant details in a logical sequence. RI.4.1, RI.4.2, RL4.2</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● summarize ● logical sequence ● relevant details ● order ● time order words ● paraphrase </div>	<p>Attempts to summarize main ideas and relevant details in a logical sequence. RI.4.1, RI.4.2, RL4.2</p>

READING: COMPREHENSION

Explains inferences about characters, setting, problem, and solution. (RL.4.1, RL.4.3) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND Explains inferences and comparisons about two or more characters using specific details from the text (characters', thoughts, words, or actions). Part of RL.5.3</p> <p><i>This standard should be assessed using <u>above grade-level fiction</u> reading text of appropriate complexity.</i></p>	<p>Explains inferences about characters, setting, problem, and solution using specific details from the text (character's thoughts, words, or actions). RL.4.1, RL.4.3</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade four. RL.4.10</i></p>	<p>Explains SOME inferences about characters, setting, problem, and solution using specific details from the text (character's thoughts, words, or actions). RL.4.1, RL.4.3</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● explain/ explanation ● character traits ● Compare, infer ● problem, solution ● story elements, ● setting ● text-based details ● explicit details </div>	<p>Attempts to explain inferences about characters, setting, problem, and solution using specific details from the text (character's thoughts, words, or actions). RL.4.1, RL.4.3</p>

READING: COMPREHENSION

Compares and contrasts stories with common themes and events. (RL.4.1, RL.4.2, RL.4.6, RL.4.9) **Quarters 3-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Compares and contrasts how the interactions of TWO or more characters support the theme, using specific details from the text. Part of RL.5.3</p> <p><i>This standard should be assessed using above grade-level fiction reading text of appropriate complexity.</i></p>	<p>Compares and contrasts stories with common themes and patterns of events. RL.4.9, RL4.2, RL.4.1</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.6</p> <p><i>This standard should be assessed using grade-level fiction reading text of appropriate complexity for grade four. RL.4.10</i></p>	<p>Partially compares and contrasts stories with common themes and patterns of events. RL.4.9, RL.4.2, RL.4.1, RL.4.6</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><i>Essential vocabulary:</i></p> <ul style="list-style-type: none"> ● compare/ contrast ● theme ● text-based details ● similar/different ● pattern of events ● first person point of view ● third person point of view ● narrator/speaker </div>	<p>Attempts to compare and contrast stories with common themes and patterns of events. RL.4.9, RL4.2. RL.4.1, RL.4.6</p>

READING: VOCABULARY

Finds the meaning of unknown words using a variety of vocabulary skills and strategies. (L.4.4a-c, L.4.5c, RI.4.4, RF.4.4a) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Uses context clues to infer and explain the meaning of unknown words in</p> <ul style="list-style-type: none"> ● root words ● prefixes/suffixes ● homophones ● antonyms/synonyms ● definitions/examples <p><i>This standard should be assessed using above grade-level nonfiction reading text of appropriate complexity.</i></p>	<p>Uses context clues to infer and explain the meaning of unknown words</p> <ul style="list-style-type: none"> ● root words ● prefixes/suffixes ● homophones ● antonyms/synonyms ● definitions/examples <p>L.4.4a-b, L.4.5c, RI.4.4, RF.4.4a</p> <p>Uses dictionary and glossary to find the meaning of words.</p> <p>L.4.4c</p> <p><i>This standard should be assessed using grade-level nonfiction reading text of appropriate complexity for grade four. RI.4.10</i></p>	<p>Uses <u>SOME</u> context clues to infer the meaning of unknown words:</p> <ul style="list-style-type: none"> ● root words ● prefixes/suffixes ● homophones ● antonyms/synonyms ● definitions/examples <p>L.4.4a-b, L.4.5c, RI.4.4, RF.4.4a</p> <p>Uses dictionary and glossary to find the meaning of <u>SOME</u> words.</p> <p>L.4.4c</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● infer ● guide words ● context clues ● root/base words ● suffixes/ prefixes ● synonyms, antonyms ● homophones ● text-based clues </div>	<p>Attempts to use context clues to infer the meaning of unknown words.</p> <p>L.4.4a-b, L.4.5c, RI.4.4, RF.4.4a</p>

WRITING

Writes a variety of texts. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.10, L.4.1f, L.4.3a, L.4.6, SL.4.4) **Quarters 3-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <ul style="list-style-type: none"> ✓ Uses some clauses to manage the sequence of events. Part of W.5.1, W.5.2, W.5.3 ✓ Provides well-developed concluding section. Part of W.5.1, W.5.2, W.5.3 	<ul style="list-style-type: none"> ✓ Has a beginning, middle, and end. W.4.1, W.4.2, W.4.3 ✓ Contains a main idea. W.4.1, W.4.2, W.4.3 ✓ Follows a logical sequence using linking and sequence words. W.4.1, W.4.2, W.4.3, L.4.6 ✓ Addresses the topic and uses relevant details/examples. W.4.1, W.4.2, W.4.3 ✓ Uses words that are specific, accurate, and related to the topic. L.4.3a, W.4.3, L.4.6 ✓ Shows an awareness of task, audience, and purpose. W.4.4 ✓ Uses paragraphing. W.4.1, W.4.2, W.4.3 ✓ Uses simple, compound, and complex sentences. L.4.1f <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for</p>	<p>Demonstrates SOME of the following:</p> <ul style="list-style-type: none"> ✓ Has a beginning, middle, and end. W.4.1, W.4.2, W.4.3 ✓ Contains a main idea. W.4.1, W.4.2, W.4.3 ✓ Follows a logical sequence using linking and sequence words. W.4.1, W.4.2, W.4.3, L.4.6 ✓ Addresses the topic and uses relevant details/examples. W.4.1, W.4.2, W.4.3 ✓ Uses words that are specific, accurate, and related to the topic. L.4.3a, W.4.3, L.4.6 ✓ Shows an awareness of task, audience, and purpose. W.4.4 ✓ Uses paragraphing. W.4.1, W.4.2, W.4.3 ✓ Uses simple, compound, and complex sentences. L.4.1f 	<p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Has a beginning, middle, and end. W.4.1, W.4.2, W.4.3 ✓ Contains a main idea. W.4.1, W.4.2, W.4.3 ✓ Follows a logical sequence using linking and sequence words. W.4.1, W.4.2, W.4.3, L.4.6 ✓ Addresses the topic and uses relevant details/examples. W.4.1, W.4.2, W.4.3 ✓ Uses words that are specific, accurate, and related to the topic. L.4.3a, W.4.3, L.4.6 ✓ Shows an awareness of task, audience, and purpose. W.4.4 ✓ Uses paragraphing. W.4.1, W.4.2, W.4.3 ✓ Uses simple, compound, and complex

	this item at mid-quarter.		sentences. L.4.1f
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WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.4.2a-d L.4.1b,g) Quarter 2			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>2nd QUARTER</p> <p>NO EXCEEDING</p>	<p style="text-align: center;">2nd QUARTER</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<p style="text-align: center;">2nd QUARTER</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g 	<p style="text-align: center;">2nd QUARTER</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓

WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.4.2a-d L.4.1b,g) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>3rd QUARTER</p> <p>NO EXCEEDING</p>	<p>3rd QUARTER</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing</p>	<p>3rd QUARTER</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c 	<p>3rd QUARTER</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c

Revised May 31, 2017

	<p>samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>		
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WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.4.2a-d L.4.1b,g) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

4 th QUARTER	4 th QUARTER	4 th QUARTER	4 th QUARTER
<p>DEMONSTRATES MEETING AND</p> <ul style="list-style-type: none"> ✓ Uses commas to separate phrases in a series. L.5.2a ✓ Uses a comma to separate an introductory element from the rest of the sentence. L.5.2b 	<ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c ✓ Uses progressive verb tenses (e.g. I was walking; I am walking; I will be walking). L.4.1.b <p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c ✓ Uses progressive verb tenses (e.g. I was walking; I am walking; I will be walking). L.4.1.b 	<p>Attempts the following:</p> <ul style="list-style-type: none"> ✓ Uses correct capitalization. (first word in sentence, pronoun I, dates, people, holidays, product names, geographic names, and titles) L.4.2a ✓ Uses commas and quotation marks in dialogue. (L.4.2b) ✓ Uses correct punctuation. (apostrophes in contractions and ending sentence) ✓ Spells grade appropriate words correctly, consulting references as needed. L.4.2d, L.4.1g ✓ Uses a comma before a coordinating conjunction in a compound sentence. L.4.2c ✓ Uses progressive verb tenses (e.g. I was walking; I am walking; I will be walking). L.4.1.b

4th Grade Mathematics

OPERATIONS AND ALGEBRAIC THINKING

Estimates and multiplies multi-digit numbers using a variety of strategies. (4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.1, 4.NBT.3, 4.NBT.5) **Quarters 1-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND Multiplies decimals to the hundredths place. Part of 5.NBT.7</p>	<p>Estimates and multiplies multi-digit numbers using a variety of strategies. 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.1, 4.NBT.3, 4.NBT.5</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● factor product ● multiple array ● compute partial product ● multiply times ● compatible numbers </div>	<p>Estimates and multiplies <u>SOME</u> multi-digit numbers using a variety of strategies. 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.1, 4.NBT.3, 4.NBT.5</p>	<p>Attempts to estimate and multiply multi-digit numbers using a variety of strategies. 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.1, 4.NBT.3, 4.NBT.5</p>

OPERATIONS AND ALGEBRAIC THINKING

Applies strategies and properties to estimate and divide by one-digit divisors. (4.NBT.6, 4.OA.3) **Quarters 2-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND Applies strategies and properties to divide up to 4-digit dividends by two-digit divisors. Part of 5.NBT.6</p>	<p>Applies strategies and properties to estimate and divide up to 4-digit dividends by one-digit divisors. 4.NBT.6, 4.OA.3</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● divide ● quotient ● divisor ● dividend ● equal groups/shares/sets ● remainder ● compatible numbers ● distributive property ● divisibility ● partial quotient ● regroup </div>	<p>Applies <u>SOME</u> strategies and properties to estimate and divide up to 4-digit dividends by one-digit divisors. 4.NBT.6, 4.OA.3</p>	<p>Attempts to apply strategies and properties to estimate and divide up to 4-digit dividends by one-digit divisors. 4.NBT.6, 4.OA.3</p>

NUMBER AND OPERATIONS- FRACTIONS

Makes and compares fractions and decimals. (4.NF.1, 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2) Quarters 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Adds and subtracts fractions with unlike denominators. Part of 5.NF.1</p>	<p>Recognizes and generates equivalent fractions. 4.NF.1</p> <p>Compares fractions with different numerators and denominators. 4.NF.2</p> <p>Understands decimal notation for fractions and compares decimal fractions. 4.NF.5, 4.NF.6, 4.NF.7</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● orders ● benchmark ● equivalent fractions/equivalent decimals ● numerator/denominator ● simplest form ● decimal fractions (fractions with a denominator with a power of ten) ● common factor common denominator ● common multiples ● mixed numbers ● hundredths ● decimal point ● tenths </div>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Recognizes and generates equivalent fractions. 4.NF.1</p> <p>Compares fractions with different numerators and denominators. 4.NF.2</p> <p>Understands decimal notation for fractions and compares decimal fractions. 4.NF.5, 4.NF.6, 4.NF.7</p>	<p>Attempts the following:</p> <p>Recognizes and generates equivalent fractions. 4.NF.1</p> <p>Compares fractions with different numerators and denominators. 4.NF.2</p> <p>Understands decimal notation for fractions and compares decimal fractions. 4.NF.5, 4.NF.6, 4.NF.7</p>

NUMBER AND OPERATIONS- FRACTIONS

Adds and subtracts fractions and mixed numbers. (4.NF.3a-d) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Solves addition and subtraction word problems involving fractions with unlike denominators. Part of 5.NF.2</p>	<p>Adds and subtracts fractions and mixed numbers. 4.NF.3a-d</p>	<p>Adds and subtracts <u>SOME</u> fractions and mixed numbers. 4.NF.3a-d</p>	<p>Attempts to add and subtract fractions and mixed numbers. 4.NF.3a-d</p>

NUMBER AND OPERATIONS- FRACTIONS

Multiplies fractions by whole numbers. (4.NF.4a-c) Quarters 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Multiplies mixed numbers by whole numbers.</p>	<p>Multiplies fractions by whole numbers.</p> <p>4.NF.4a-c</p>	<p>Multiplies <u>SOME</u> fractions by whole numbers.</p> <p>4.NF.4a-c</p>	<p>Attempts to multiply fractions by whole numbers.</p> <p>4.NF.4a-c</p>

GEOMETRY

Classifies shapes by properties of their lines and angle measurements. (4.OA.5, 4.G.1, 4.G.2, 4.G.3, 4.MD.5a-b, 4.MD.6, 4.MD.7) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Classifies two-dimensional shapes based on properties.</p> <p>Part of 5.G.3</p>	<p>Classifies shapes by properties of their lines and angle measurements. 4.OA.5, 4.G.1, 4.G.2, 4.G.3, 4.MD.5a-b, 4.MD.6, 4.MD.7</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> ● <i>ray</i> <i>line</i> ● <i>line segment</i> <i>obtuse</i> ● <i>acute</i> <i>shape patterns</i> ● <i>right</i> <i>degrees</i> ● <i>parallel</i> <i>perpendicular</i> ● <i>Intersecting</i> <i>point</i> ● <i>symmetry</i> <i>protractor</i> </div>	<p>Classifies <u>SOME</u> shapes by properties of their lines and angles measurements. 4.OA.5, 4.G.1, 4.G.2, 4.G.3, 4.MD.5a-b, 4.MD.6, 4.MD.7</p>	<p>Attempts to classify shapes by properties of their lines and angle measurements.</p> <p>4.OA.5, 4.G.1, 4.G.2, 4.G.3, 4.MD.5a-b, 4.MD.6, 4.MD.7</p>

4th Grade Science

PHYSICAL SCIENCE

Identifies forms of energy and energy transformations. (4.PS3.A.1, 4.PS3.B.1) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p>Uses evidence to construct an explanation relating the speed of an object to the energy of that object. 4.PS3.A.1</p> <p>Provides evidence to construct an explanation of an energy transformation. 4.PS3.B.1</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Uses evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>Provides evidence to construct an explanation of an energy transformation.</p>	<p>Demonstrates limited understanding of forms of energy and transformations.</p>

Classifies and constructs electrical circuits (4.PS3.B.1, 4.PS3.B.2, 4.ETS1.A, 4.ETS1.B, 4ETS1.C) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Constructs series and parallel circuits.</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <p><i>parallel circuit</i></p> <p><i>series circuit</i></p> </div>	<p>Explains energy transformations. 4.PS3.B.1</p> <p>Applies scientific ideas to design, test, and refine a device that converts energy from one form to another. 4.PS3.B.2</p> <p>Defines a simple design problem reflecting a need or a want. 4.ETS1.A</p> <p>Generates and compares multiple possible solutions to a problem. 4.ETS1.B</p> <p>Plans and carries out fair tests to identify aspects of a model</p>	<p>Partially classifies and constructs electrical circuits.</p>	<p>Demonstrates limited understanding of electrical circuits.</p>

	or prototype that can be improved. 4.ETS1.C		
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EARTH SCIENCE

Describes characteristics of rocks and changes on the Earth's surface. (4.ESS1.C.1, 4.ESS2.A.1, 4.ESS3.A.1) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Describes some of the properties that can be used to classify minerals (i.e., texture, smell, luster, hardness, crystal shape, streak, reaction to magnets and acids).</p> <p>Describes how the Earth's surface and surface materials can change abruptly through the activity of floods, rock/mudslides, or volcanoes.</p>	<p>Identifies evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 4.ESS1.C.1</p> <p>Explains how natural processes shape Earth's surfaces. 4.ESS2.A.1</p> <p>Describes solutions to reduce the impacts of natural Earth processes on humans. 4.ESS3.A.1</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Identifies evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>Explains how natural processes shape Earth's surfaces.</p> <p>Describes solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>Demonstrates limited understanding of characteristics of rocks and changes on the Earth's surface.</p>

ENGINEERING DESIGN

Uses the scientific method to design a model and conduct investigations. (4.ETS1.A.1, 4.ETS1.B.1, 4.ETS1.C.1) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4.ETS1.A.1</p> <p>Creates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and limits of the problem. 4.ETS1.B.1</p> <p>Plans and carries out fair tests in which variables are controlled and results are used to show parts of the model that can be improved. 4.ETS1.C.1</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 4.ETS1.A.1</p> <p>Creates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and limits of the problem. 4.ETS1.B.1</p> <p>Plans and carries out fair tests in which variables are controlled and results are used to show parts of the model that can be improved. 4.ETS1.C.1</p>	<p>Demonstrates limited understanding of the scientific process and design of a model.</p>

4th Grade Social Studies

GEOGRAPHY

Describes regions of the United States. (4.EG.5.B, 4.EG.5.C.a 4.E.4.A.c, 4.EG.5.A) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Locates the 50 United States	Locates specific regions, mountain ranges, and rivers within the United States. Describes physical characteristics of specific U.S. regions. Distinguishes among natural, capital, and human resources.	Demonstrates <u>SOME</u> of the following: Locates specific regions, mountain ranges, and rivers within the United States. Describes physical characteristics of specific U.S. regions. Distinguishes among natural, capital, and human resources.	Attempts to identify <u>SOME</u> of the following: Locates specific regions, mountain ranges, and rivers within the United States. Describes physical characteristics of specific U.S. regions. Distinguishes among natural, capital, and human resources.

HISTORY

Describes the discovery and exploration of America. (4.H.3.A.a-c, 4.H.3.B. 4.RI.6.E) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Describes the discovery, exploration, and early settlement of America.	Describes <u>SOME</u> of the discovery, exploration, and/or early settlement of America.	<u>ATTEMPTS TO</u> describe the discovery, exploration, and early settlement of America.

HISTORY

Explains the American Revolution and Declaration of Independence. (4.H.3.D.a,b, 4.H.3.E.a,b) Quarters 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Explains decisions and problems that occurred after the American Revolution.</p>	<p>Explains the American Revolution, including the perspectives of patriots and loyalists and factors explaining why the American colonists were successful. 4.H.3.D.a,b</p> <p>Describes how and why the colonies declared their independence. 4.H.3.E.a,b</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Explains the American Revolution, including the perspectives of patriots and loyalists and factors explaining why the American colonists were successful.</p> <p>Describes how and why the colonies declared their independence.</p>	<p>Demonstrates limited understanding of the American Revolution and the Declaration of Independence.</p>

GOVERNMENT

Describes the powers and functions of government branches and principles of US documents. (4.PC.1.B.a-b, 4.PC.1.C.a-b, 4.HE.3.E.a-b, 4.GS.2.C, 4.GS.2.D) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Distinguishes between powers and functions of local, state, and federal (national) government. 5.GS.2.D</p>	<p>Identifies important principles in the Constitution including:</p> <ul style="list-style-type: none"> ● separation of powers ● checks and balances ● Democracy <p>Identifies the purpose and important principles in the Bill of Rights, such as basic</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Identifies important principles in the Constitution including:</p> <ul style="list-style-type: none"> ● separation of powers ● checks and balances ● Democracy <p>Identifies the purpose and</p>	<p>Attempts to identify <u>SOME</u> of the important principles in the Declaration of Independence, Constitution, and Bill of Rights.</p> <p style="text-align: center;">OR</p> <p>Attempts to identify</p>

	rights and freedoms. Identifies and explains the functions of the 3 branches of the federal government.	important principles in the Bill of Rights, such as basic rights and freedoms. Identifies and explains the functions of the 3 branches of the federal government.	and explain the three branches of state and federal government.
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3rd-5th Grade Art

Uses art tools and materials. (PP1A, PP1B, PP1D, PP2A) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Independently identifies and uses art tools and materials appropriately, without teacher demonstration.	Identifies and uses art tools and materials appropriately.	Identifies and uses art tools and materials, with assistance.	Attempts to identify and use art tools and materials.

Follows directions and demonstrates effort. Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Assists others in following directions.	Follows directions and demonstrates effort.	Follows directions and demonstrates effort sometimes.	Attempts to follow directions and demonstrate effort.

Creates and expresses given ideas visually. (PP3A, PP3B, PP3C) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Exceeds in interpreting and creating a piece of artwork on a given topic.	Interprets a topic and creates a piece of artwork.	Creates a piece of artwork on a given topic, with assistance.	Attempts to create artwork on a given topic.

Understands and uses elements and principles of design. (PP1A, PP1B, EP1A, EP1B, EP1C, EP1D, EP1E, EP1F, EP1G, EP2A, EP2B, EP2C, EP2D, EP2F) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Explains the elements and principles of design.	Recognizes and demonstrates understanding by appropriately using the elements and principles of design. (line, color, shape, texture, space, form, value, balance, proportion, rhythm, pattern, and contrast)	Recognizes and demonstrates understanding by appropriately using <u>some</u> of the elements and principles of design.	Attempts to use the elements and principles of design.

Identifies and creates multicultural artworks and historical styles of art. (HC1A, HC1B) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Interprets multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art. (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art, (Cubism, Impressionism, Pop, etc.), <u>with assistance.</u>	Attempts to identify and create multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art. (Cubism, Impressionism, Pop, etc.)

4th Grade Music

Melody: Demonstrates vocal techniques. (PP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Accurately sings songs in a variety of styles.	Sings a simple song with accurate pitch.	Uses singing voice with mostly accurate pitch to sing a simple song.	Attempts to sing a simple song with modeling.

Rhythm: Demonstrates and reads simple patterns. (PP1A, EP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Reads and performs more challenging rhythms.	Reads and performs simple patterns.	Recognizes and performs simple patterns.	Attempts to recognize and perform simple patterns, with modeling.

Form: Distinguishes between different forms in music. (AP1A) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Recognizes all previous forms and rounds.	Recognizes verse/refrain and introduction.	Recognizes verse/refrain.	Attempts to recognize verse/refrain.

Notation: Demonstrates basic understanding of the staff. (EP1B) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Identifies and notates pitches on the staff.	Identifies names of lines and spaces on the staff.	Identifies staff, some line and space names.	Attempts to identify staff.

Listens and follows directions in order to participate fully in music education activities. Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability.	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability, with reminders.	Often chooses not to listen to or follow directions in order to participate fully in music education activities.

K-5th Grade Physical Education

Participates fully in physical education activities. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Fully participates to the best of his/her ability in all physical education activities.	Fully participates to the best of his/her ability in <u>some</u> physical education activities.	Often chooses not to fully participate in physical education activities.

Follows rules, directions, and uses good sportsmanship. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Follows rules, directions, and uses good sportsmanship during physical education activities.	Follows rules, directions, and uses good sportsmanship during physical education activities, with few reminders.	Attempts to follow rules, directions, and use good sportsmanship during physical education activities.

Demonstrates locomotor skills needed to perform a variety of physical activities. (HM1A) Quarter 2			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> locomotor skills successfully and uses proper technique during games. Locomotor skills include: walking, running, jumping, galloping, sliding, leaping, hopping, and skipping.	Performs <u>some</u> locomotor skills successfully and uses proper technique during games.	Attempts to perform locomotor skills with little success or improper technique during games.

Demonstrates manipulative skills needed to perform a variety of physical activities. (HM1C, HM1E, HM1F, HM2A, HM2B) Quarter 3			
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4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> manipulative skills successfully and uses proper technique during games. Manipulative skills include: throwing, kicking, striking, and catching.	Performs <u>some</u> manipulative skills successfully and uses proper technique during games.	Attempts to perform manipulative skills with little success or improper technique during games.