

4th Grade Standard Based Report Rubric

Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Key Ideas and Details	With teacher support, student will be able to refer to details from text when making inferences.	With prompting and support, student will be able to refer to details from text when making inferences.	With teacher support, student will be able to refer to details from text when making inferences.
Summarize a text	Independently, the student will be able to summarize a text.	With prompting and support, student will be able to summarize a text.	With teacher support, student will be able to summarize a text.
Recognizing story elements	Independently, the student will be able to identify story elements.	With prompting and support, students will be able to identify story elements.	With teacher support, student will be able to identify story elements.
Determine meaning of unknown words	Independently, the student will be able to make connections between texts, graphics, charts, diagrams, etc.	With prompting and support, student will be able to determine meaning of unknown words.	With teacher support, student will be able to determine meaning of unknown words.
Compare and contrast multiple sources	Independently, the student will be able to compare and contrast two or more texts.	With prompting and support, student will be able to compare and contrast two or more texts.	With teacher support, student will be able to use multiple sources on the same topic for comprehension.
Make Connections	Independently, the student will be able to make connections between texts, graphics, charts, diagrams, etc.	With prompting and support, student will be able to make connections between texts, graphics, charts, diagrams, etc.	With teacher support, student will be able to make connections between texts, graphics, charts, diagrams, etc.
Use multiple sources on the same topic for comprehension	Independently, the student will be able to use multiple sources on the same topic for comprehension.	With prompting and support, student will be able to use multiple sources on the same topic for comprehension.	With teacher support, student will be able to use multiple sources on the same topic for comprehension.
Use grade level appropriate capitalization and punctuation.	Consistently uses grade level appropriate capitalization and punctuation.	Sometimes uses grade level appropriate capitalization and punctuation.	Rarely uses grade level appropriate capitalization and punctuation.
Use grade level appropriate grammar correctly when writing or speaking	Consistently uses grade level appropriate punctuation and grammar correctly when writing or speaking.	Sometimes uses grade level appropriate grammar correctly when writing or speaking.	Rarely uses grade level appropriate grammar correctly when writing or speaking.
Write opinion pieces	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Students shows limited writing skills according to the writing rubric.

Write informative/explanatory pieces	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Student shows limited writing skills according to the writing rubric.
Write narrative pieces	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Student shows limited writing skills according to the writing rubric.
Engages in discussions within a group. <ul style="list-style-type: none"> Expresses ideas and thoughts clearly Uses complete sentences to clarify Stays on topic 	Consistently participates in teacher and peer directed discussions.	Sometimes participates in teacher and peer directed discussion.	Rarely participates in teacher and peer directed discussions
Report on a topic/text, tell a story, or recount an experience in an organized manner speaking clearly at an understandable rate.	Consistently participates in oral presentations.	Sometimes participates in oral presentations.	Rarely participates in oral presentations.

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Use Addition/Subtraction with whole numbers to solve problems	Independently, use multi-digit addition and subtraction.	With prompting and support, use multi-digit addition and subtraction.	Unable to use multi-digit addition and subtraction.
Understand place value of multi-digit numbers.	Independently understand place value of multi-digit numbers.	With prompting and support students is able to understand place value of multi-digit numbers.	Unable to understand place value of multi-digit numbers with teacher support.
Addition of multi-digit numbers.	Independently add multi-digit numbers using standard algorithm.	With prompting and support, add multi-digit numbers using a standard algorithm	Unable to add multi-digit numbers using a standard algorithm with teacher support.
Subtraction of multi-digit numbers.	Independently, subtract multi-digit numbers using standard algorithm.	With prompting and support, subtract multi-digit numbers using a standard algorithm.	Unable to subtract multi-digit numbers using a standard algorithm with teacher support.

Multiplication of multi-digit numbers.	Independently, multiply a two-digit number by a two-digit number, and up to a four-digit number by a one-digit number using strategies.	With prompting and support, multiply a two-digit number by a two-digit number, and up to a four-digit number by a one digit number using strategies.	Unable to multiply a two-digit number by a two-digit number, and up to a four-digit number using strategies with teacher support.
Division of multi-digit numbers.	Independently divide up to four digit numbers by one-digit divisor using strategies.	With prompting and support divide up to four digit numbers by one digit divisor using strategies.	Unable to divide up to four digit numbers by one digit divisor using strategies with teacher support.
Understanding of fraction equivalence and ordering	Independently recognize and create fractions using models.	With prompting and support, recognize and create fractions using models.	Unable to recognize and create fractions using models with teacher support.
Build fractions from unit fractions.	Independently, recognize and create fractions using models.	With prompting and support, recognize and create fractions using models.	Unable to recognize and create fractions using models with teacher support.
Understand decimal notation for fractions.	Understand decimal notation for fractions.	With prompting and support, is able to understand decimal notation for fractions.	Unable to understand decimal notation for fractions with teacher support.
Solve problems using measurement.	Independently solve problems using measurement. Examples: distances, area, perimeter, time, liquid volume, masses of objects, and money including simple fractions or decimals.	With prompting and support, solve problems using measurement with teacher support Examples: Distances, area, perimeter, time, liquid volume, masses of objects, and money including simple fractions or decimals.	Unable to solve problems using measurement with teacher support. Examples: distances, area, perimeter, time, liquid volume, masses of objects, and money including simple fractions or decimals.
Draw and identify lines, angles, and shapes.	Independently draw and identify lines, angles, and shapes. Examples: Points, lines, line segments, rays, kinds of angles, perpendicular and parallel lines, right triangles, and lines of symmetry.	With prompting and support, draw and identify lines, angles, and shapes with teacher support. Examples: Points, lines, line segments, rays, kinds of angles, perpendicular and parallel lines, right triangles, and lines of symmetry.	Unable to draw and identify lines, angles, and shapes with teacher support. Examples: Points, lines, line segments, rays, kinds of angles, perpendicular and parallel lines, right triangles, and lines of symmetry.

Learning Behaviors/Work Habits

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Completes and Returns Quality Work	Student independently completes and returns quality work often.	Student completes and returns quality work with prompting from the teacher.	Student rarely completes or returns quality work with prompting from the teacher.

Respects Others and Others' Property	Student is respectful of others and other's property.	Student is often respectful of others and other's property.	Student rarely is respectful of others and other's property.
Uses Time Effectively	Student uses time effectively.	Student often uses time effectively.	Student rarely uses time effectively.

Science

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Defining and Solving Engineering Problems	With teacher's support, the student is able to recognize and implement the steps to solve engineering problems.	With prompting, the student is able to recognize and implement the steps to solve engineering problems.	Independently, the student is able to recognize and implement the steps to solve engineering problems.
Waves	With teacher's support, the student is able to explain waves	With prompting, the student is able to explain and demonstrate an understanding of different types of waves.	Independently, the student is able to explain and demonstrate an understanding of different types of waves.
Energy	With teacher's support, the student is able to describe that energy in animal's food was once energy from the sun. As well as demonstrate an understand of the transfer and transition of energy from different forms.	With prompting, the student is able to describe that energy in animal's food was once energy from the sun. As well as demonstrate an understand of the transfer and transition of energy from different forms.	Independently, the student is able to describe that energy in animal's food was once energy from the sun. As well as demonstrate an understand of the transfer and transition of energy from different forms.
Molecules to Organisms	With teacher's support, the student is able explain the process of photosynthesis.	With prompting, the student is able explain the process of photosynthesis.	Independently, the student is able explain the process of photosynthesis.
Ecosystems: Interactions, Energy and Dynamics	With teacher's support, the student is able to develop a model for ecosystems.	With prompting, the student is able to develop a model for ecosystems.	independently, the student is able to develop a model for ecosystems.
Earth's Place in the Universe	With teacher's support, the student is able to understand that the sun is a star and explain its relationship to the earth.	With prompting, the student is able to understand that the sun is a star and explain its relationship to the earth.	Independently, the student is able to understand that the sun is a star and explain its relationship to the earth.
Earth's Systems	With teacher's support, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.	With prompting, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.	Independently, the student is able to describe the ways the geosphere, biosphere, hydrosphere, and atmosphere interact and understand the distribution of water on earth.

Earth and Human Activity /Natural Resources	With teacher's support, the student is able to explain how humans impact the earth through the use of natural non-renewable and renewable resources.	With teacher's support, the student is able to explain how humans impact the earth through the use of natural non-renewable and renewable resources.	With teacher's support, the student is able to explain how humans impact the earth through the use of natural non-renewable and renewable resources.
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Social Studies

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho	Students can identify 1 group. Who they were, where they had an impact and what they were known for.	Students can identify who 2 groups were.	Students can identify only 1 group.
Identify the five federally recognized American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute tribes and current reservation lands	Students can identify all 5 Idaho tribes	Students can identify 3-4 Idaho tribes	Students can identify 2 or fewer Idaho tribes
Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.	Students can compare similarities and differences of 3 tribes	Students can compare the similarities and differences of 2 tribes.	Students are able to identify tribes, but cannot compare similarities or differences.
Show on a map of the world the continents, oceans, landforms, poles, hemispheres,	Students are able to construct a globe with continents in approximate locations.	Students are able to construct a globe with 4-6 continents in approximate locations.	Students are able to construct a globe with 3 or fewer continents in approximate locations.

equator, and prime meridian in relation to Idaho.			
Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.	Students can identify and explain the significance of 9 or more symbols.	Students can identify and explain the significance of 6-8 symbols.	Students can identify and explain the significance of 1-5 symbols.
Identify the three branches of state government and explain the major responsibilities of each.	Students can identify all 3 branches of government and explain their function.	Students can identify all 2 branches of government and explain their function.	Students can identify all 1 branches of government and explain their function.