## 4<sup>th</sup> Grade Standard Based Report Rubric

Language Arts

| Standard                | 1 Meets the Standard                        | 2 Progressing Toward the Standard        | 3 Limited Progress Toward the<br>Standard |
|-------------------------|---|--|---|
| W 11 15 11              | Maril 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | NACOL CO.                                |   |
| Key Ideas and Details   | With teacher support, student will be       | With prompting and support,              | With teacher support, student will be     |
|                         | able to refer to details from text when     | student will be able to refer to details | able to refer to details from text when   |
|                         | making inferences.                          | from text when making inferences.        | making inferences.                        |
| Summarize a text        | Independently, the student will be able     | With prompting and support, student      | With teacher support, student will be     |
|                         | to summarize a text.                        | will be able to summarize a text.        | able to summarize a text.                 |
| Recognizing story       | Independently, the student will be able     | With prompting and support, students     | With teacher support, student will be     |
| elements                | to identify story elements.                 | will be able to identify story elements. | able to identify story elements.          |
| Determine meaning of    | Independently, the student will be able     | With prompting and support, student      | With teacher support, student will be     |
| unknown words           | to make connections between texts,          | will be able to determine meaning of     | able to determine meaning of              |
|                         | graphics, charts, diagrams, etc.            | unknown words.                           | unknown words.                            |
| Compare and contrast    | Independently, the student will be able     | With prompting and support, student      | With teacher support, student will be     |
| multiple sources        | to compare and contrast two or more         | will be able to compare and contrast     | able to use multiple sources on the       |
|                         | texts.                                      | two or more texts.                       | same topic for comprehension.             |
| Make Connections        | Independently, the student will be able     | With prompting and support, student      | With teacher support, student will be     |
|                         | to make connections between texts,          | will be able to make connections         | able to make connections between          |
|                         | graphics, charts, diagrams, etc.            | between texts, graphics, charts,         | texts, graphics, charts, diagrams, etc.   |
|                         |   | diagrams, etc.                           |   |
| Use multiple sources on | Independently, the student will be able     | With prompting and support, student      | With teacher support, student will be     |
| the same topic for      | to use multiple sources on the same         | will be able to use multiple sources on  | able to use multiple sources on the       |
| comprehension           | topic for comprehension.                    | the same topic for comprehension.        | same topic for comprehension.             |
| Use grade level         | Consistently uses grade level               | Sometimes uses grade level               | Rarely uses grade level appropriate       |
| appropriate             | appropriate capitalization and              | appropriate capitalization and           | capitalization and punctuation.           |
| capitalization and      | punctuation.                                | punctuation.                             |   |
| punctuation.            |   |  |   |
| Use grade level         | Consistently uses grade level               | Sometimes uses grade level               | Rarely uses grade level appropriate       |
| appropriate grammar     | appropriate punctuation and grammar         | appropriate grammar correctly when       | grammar correctly when writing or         |
| correctly when writing  | correctly when writing or speaking.         | writing or speaking.                     | speaking.                                 |
| or speaking             |   |  |   |
| Write opinion pieces    | Student shows proficiency in writing        | Student shows developing writing skills  | Students shows limited writing skills     |
|                         | skills according to the writing rubric.     | according to the writing rubric.         | according to the writing rubric.          |

| Write                               | Student shows proficiency in writing    | Student shows developing writing skills | Student shows limited writing skills    |
|-------------------------------------|---|---|---|
| informative/explanatory             | skills according to the writing rubric. | according to the writing rubric.        | according to the writing rubric.        |
| pieces                              |   |   |   |
| Write narrative pieces              | Student shows proficiency in writing    | Student shows developing writing skills | Student shows limited writing skills    |
|                                     | skills according to the writing rubric. | according to the writing rubric.        | according to the writing rubric.        |
| Engages in discussions              | Consistently participates in teacher    | Sometimes participates in teacher and   | Rarely participates in teacher and peer |
| within a group.                     | and peer directed discussions.          | peer directed discussion.               | directed discussions                    |
| <ul> <li>Expresses ideas</li> </ul> |   |   |   |
| and thoughts                        |   |   |   |
| clearly                             |   |   |   |
| <ul> <li>Uses complete</li> </ul>   |   |   |   |
| sentences to                        |   |   |   |
| clarify                             |   |   |   |
| <ul> <li>Stays on topic</li> </ul>  |   |   |   |
| Report on a topic/text,             | Consistently participates in oral       | Sometimes participates in oral          | Rarely participates in oral             |
| tell a story, or recount            | presentations.                          | presentations.                          | presentations.                          |
| an experience in an                 |   |   |   |
| organized manner                    |   |   |   |
| speaking clearly at an              |   |   |   |
| understandable rate.                |   |   |   |

## Math

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

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

Learning Behaviors/Work Habits

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

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

## Science

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

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

## **Social Studies**

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

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