

4<sup>th</sup> Grade Standard Based Report Rubric 22-23

Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
<p>Reading Fluency WCPM</p> <p>Fall: 94+ Winter: 120+ Spring: 133+</p>	<p>Student independently reads grade-level text with accuracy, automaticity, appropriate rate and expression to support comprehension</p>	<p>Student is progressing toward reading grade-level text with accuracy, automaticity, appropriate rate and expression to support comprehension</p>	<p>With teacher support student is progressing toward reading grade-level text with accuracy, automaticity, appropriate rate and expression to support comprehension</p>
<p>Literature Comprehension</p>	<p>Independently, the student will be able to refer to the theme when making inferences, summarizing text and identifying story elements</p>	<p>With prompting, the student will be able to refer to the theme when making inferences, summarizing text and identifying story elements</p>	<p>With teacher support and prompting, the student will be able to refer to the theme when making inferences, summarizing text and identifying story elements</p>
<p>Nonfiction Comprehension</p>	<p>Independently, the student will be able to refer to the main idea when making inferences, summarizing text and identifying key details</p>	<p>With prompting, the student will be able to refer to the main idea when making inferences, summarizing text and identifying key details</p>	<p>With teacher support and prompting, the student will be able to refer to the main idea when making inferences, summarizing text and identifying key details</p>
<p>Determine meaning of unknown words</p>	<p>Independently, student will use strategies to clarify meanings of unknown grade-level words</p>	<p>With prompting, student will use strategies to clarify meanings of unknown grade-level words</p>	<p>With teacher support and prompting, student will use strategies to clarify meanings of unknown grade-level words</p>
<p>Text Evidence</p>	<p>Independently, the student will refer to details in grade-level texts to make inferences or to compare two or more texts</p>	<p>With prompting, the student will refer to details in grade-level texts to make inferences or to compare two or more texts</p>	<p>With teacher support and prompting, the student will refer to details in grade-level texts to make inferences or to compare two or more texts</p>
<p>Write informative/explanatory pieces</p>	<p>Student shows proficiency in writing skills by:</p> <ul style="list-style-type: none"> <li>• Clear Main Idea</li> </ul>	<p>Student shows developing skills in writing skills by:</p> <ul style="list-style-type: none"> <li>• Clear Main Idea</li> </ul>	<p>Student shows limited skills in writing skills by:</p> <ul style="list-style-type: none"> <li>• Clear Main Idea</li> </ul>

	<ul style="list-style-type: none"> <li>Well-organized and stays on topic</li> <li>Has an Introduction and Conclusion</li> <li>Uses transitions</li> <li>Uses details from the sources to support your main idea</li> </ul>	<ul style="list-style-type: none"> <li>Well-organized and stays on topic</li> <li>Has an Introduction and Conclusion</li> <li>Uses transitions</li> <li>Uses details from the sources to support your main idea</li> </ul>	<ul style="list-style-type: none"> <li>Well-organized and stays on topic</li> <li>Has an Introduction and Conclusion</li> <li>Uses transitions</li> <li>Uses details from the sources to support your main idea</li> </ul>
Write narrative pieces	<p>Student shows proficiency in writing skills by:</p> <ul style="list-style-type: none"> <li>Logical sequence of events</li> <li>Characters, experiences, and settings are clearly developed</li> <li>Effective opening and closing for audience and purpose</li> <li>Use of transitional strategies connections to source materials that enhance the narrative</li> </ul>	<p>Students shows developing skills in writing skills by:</p> <ul style="list-style-type: none"> <li>Logical sequence of events</li> <li>Characters, experiences, and settings are clearly developed</li> <li>Effective opening and closing for audience and purpose</li> <li>Use of transitional strategies connections to source materials that enhance the narrative</li> </ul>	<p>Students shows limited skills in writing skills by:</p> <ul style="list-style-type: none"> <li>Logical sequence of events</li> <li>Characters, experiences, and settings are clearly developed</li> <li>Effective opening and closing for audience and purpose</li> <li>Use of transitional strategies connections to source materials that enhance the narrative</li> </ul>
Write a variety of brief pieces	Student shows proficiency in writing shorter pieces to include summaries, letters and poetry	Student shows developing skills in writing shorter pieces to include summaries, letters and poetry	Student shows limited skills in writing shorter pieces to include summaries, letters and poetry
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	Student proficiently and independently uses grade level appropriate punctuation and grammar correctly when writing or speaking.	With prompting, student uses grade level appropriate grammar correctly when writing or speaking.	With teacher support and prompting, student uses grade level appropriate grammar correctly when writing or speaking.
Spell grade-level words correctly	Student consistently spells grade-level words correctly	With prompting, student spells grade-level words correctly	With teacher support and prompting, student spells grade-level words correctly

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Addition/Subtraction multi-step word problems	Independently, student uses multi-digit addition and subtraction to solve multi-step word problems	With prompting and support, student uses multi-digit addition and	Student is unable to use multi-digit addition and subtraction to solve multi-

		subtraction to solve multi-step word problems	step word problems with teacher support
Multiplication/division multi-step word problems	Independently, student uses multiplication/division to solve multi-step word problems	With prompting and support, student uses multiplication/division to solve multi-step word problems	Student is unable to use multiplication/division to solve multi-step word problems
Understand place value of multi-digit numbers	Independently, student understands place value of multi-digit numbers.	With prompting and support, student is able to understand place value of multi-digit numbers.	Student is unable to understand place value of multi-digit numbers with teacher support
Addition and subtraction of multi-digit numbers	Independently, student adds and subtracts multi-digit numbers using standard algorithm.	With prompting and support, student adds and subtracts multi-digit numbers using a standard algorithm	Student is unable to add and subtract multi-digit numbers using a standard algorithm with teacher support
Multiplication of multi-digit numbers	Independently, student multiplies 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, student multiplies a two-digit number by a two-digit number, and up to a four-digit number by a one-digit number using strategies.	Student is 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, student divides up to four-digit numbers by one-digit divisor using strategies.	With prompting and support, student divides up to four-digit numbers by one-digit divisor using strategies.	Student is unable to divide up to four-digit numbers by one-digit divisor using strategies with teacher support
Understanding of fraction equivalence and ordering	Independently, student can order fractions and generate/recognize equivalent fractions	With prompting and support, student can order fractions and generate/recognize equivalent fractions	Student is unable to order fractions and generate/recognize equivalent fractions with teacher support
Build fractions from unit fractions.	Independently, student recognizes and create fractions using models.	With prompting and support, student recognizes and create fractions using models.	Student is unable to recognize and create fractions using models with teacher support
Understand decimal notation for fractions	Student understands decimal notation for fractions. Example: equivalent fractions with denominators of 10 and 100, decimal notation, and comparing decimals	With prompting and support, student is able to understand decimal notation for fractions. Example: equivalent fractions with denominators of 10 and 100, decimal notation, and comparing decimals	Unable to understand decimal notation for fractions with teacher support. Example: equivalent fractions with denominators of 10 and 100, decimal notation, and comparing decimals
Solve problems using measurement	Independently, student solves problems using measurement. Examples: distances, area, perimeter, time, liquid volume, masses of objects,	With prompting and support, student solves problems using measurement with teacher support	Student is unable to solve problems using measurement with teacher support.

	and money including simple fractions or decimals.	Examples: Distances, area, perimeter, time, liquid volume, masses of objects, and money including simple fractions or decimals.	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, student draws 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, student draws and identifies 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.	Student is 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
Waves	Independently, the student is able to explain and demonstrate an understanding of different types of wave properties	With prompting, the student is able to explain and demonstrate an understanding of different types of wave properties	With prompting and teacher support the student is unable to explain and demonstrate an understanding of different types of wave properties
Energy	Independently, the student is able to define energy and explain conservation of energy and energy transfer	With prompting, the student is able to define energy and explain conservation of energy and energy transfer	With teacher's support, the student is unable to define energy and explain conservation of energy and energy transfer
Molecules to Organisms	Independently, the student is able to demonstrate an understanding of plant and animal structures and function.	With prompting, the student is able to demonstrate an understanding of plant and animal structures and functions	With teacher support and prompting, the student is unable to demonstrate an understanding of plant and animal structures and functions

Earth's Place in the Universe	Independently, the student is able to identify evidence from rock formations and fossils and changes in earth's landscape over time	With prompting, the student is able to identify evidence from rock formations and fossils and changes in earth's landscape over time	With teacher support and prompting, the student is unable to identify evidence from rock formations and fossils and changes in earth's landscape over time
Earth's Systems	Independently, the student is able to make observations and provide evidence of the effects of weathering and erosion and describe Earth's features	With prompting, the student is able to make observations and provide evidence of the effects of weathering and erosion and describe Earth's features	With teacher support and prompting, the student is unable to make observations and provide evidence of the effects of weathering and erosion and describe Earth's features
Earth and Human Activity	Independently, the student is able to describe that energy and fuels are derived from natural resources and generate solutions to reduce the impact of natural Earth processes on humans	With prompting, the student is able to describe that energy and fuels are derived from natural resources and generate solutions to reduce the impact of natural Earth processes on humans	With prompting and teacher support, the student is unable to describe that energy and fuels are derived from natural resources and generate solutions to reduce the impact of natural Earth processes on humans

### 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	Independently, the student is able to identify characteristics of different cultural groups in Idaho and the role of migration and immigration	With prompting, the student is able to identify characteristics of different cultural groups in Idaho and the role of migration and immigration	With teacher support and prompting, the student is able to identify characteristics of different cultural groups in Idaho and the role of migration and immigration
Identify the five federally recognized American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute tribes and	Independently, student is able to identify all 5 Idaho tribes as well as key characteristics of each tribe	With prompting, student is able to identify 3-5 of the Idaho tribes as well as key characteristics of each tribe	With teacher support, student is able to identify all less than 3 Idaho tribes as well as key characteristics of each tribe

current reservation lands			
Analyze settlement patterns	Independently, the student will be able to trace migration and settlement patterns on Earth's surface	With prompting, the student will be able to trace migration and settlement patterns on Earth's surface	With teacher support and prompting , the student is unable to trace migration and settlement patterns on Earth's surface
Geography and its relation to Idaho	Independently, students are able to show on a world map the continents, oceans, hemispheres, equator, prime meridian and landforms in relation to Idaho	With prompting, students are able to show on a world map the continents, oceans, hemispheres, equator, prime meridian and landforms in relation to Idaho	With teacher support and prompting students are unable to show on a world map the continents, oceans, hemispheres, equator, prime meridian and landforms in relation to Idaho
Explain basic economics	Independently, students are able to explain basic economics: Supply and demand, goods and services, entrepreneurship	With prompting, students are able to explain basic economics: Supply and demand, goods and services, entrepreneurship	With teacher support and prompting, students are unable to explain basic economics: Supply and demand, goods and services, entrepreneurship
Organization of Government	Independently, student is able to explain principles of American Government: Ex. Idaho symbols, tribal seals, three branches of government, functions of state, local, and tribal government	With prompting, student is able to explain principles of American Government: Ex. Idaho symbols, tribal seals, three branches of government, functions of state, local, and tribal government	With teacher support and prompting, student is unable to explain principles of American Government: Ex. Idaho symbols, tribal seals, three branches of government, functions of state, local, and tribal government