

4th Grade Report Card Rubric

CORE ACADEMIC LEVELS:

E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

3 - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.

2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

1 - At this time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and support.

NA - Not assessed

EXECUTIVE FUNCTIONING / WORK HABITS:

S – Area of Strength

G – Area for Growth

SPECIAL SUBJECT AREAS:

O - Outstanding - Exceeds grade level expectations

M - Meeting - Meets grade level expectations

D - Developing - Developing towards grade level expectations

N – Needs Improvement

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Reading Literature

AREA OF ASSESSMENT: Summarizes text including key elements and supporting details.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	Student can consistently and independently summarize <u>above benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	
3	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	
2	With prompting and support , student can attempt to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	With prompting and support , student can summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details.	
1	With consistent prompting and support , student can attempt to summarize <u>at/or below benchmark texts read</u> in an organized and sequential manner including key elements and supporting details. Explanations may include minor errors and/or misconceptions.	With prompting and support , student can summarize <u>at/or below benchmark texts read</u> in an organized and sequential manner including key elements and supporting details. Explanations may include minor errors and/or misconceptions.	

AREA OF ASSESSMENT: Draw inferences from text.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	Student can consistently and independently draw inferences from text evidence and background information / schema in <u>above benchmark texts read</u> .	
3	Student can consistently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	Student can consistently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	
2	With prompting and support student can draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	With prompting and support student can draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	
1	With consistent prompting and support student can attempt to draw inferences from text evidence and background information / schema in <u>at/or below benchmark texts read</u> .	With consistent prompting and support student can attempt to draw inferences from text evidence and background information / schema in <u>at/or below benchmark texts read</u> .	

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AREA OF ASSESSMENT: Analyzes characters, settings, and events, citing specific details in text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	Student can consistently and independently analyze characters, settings, and events, citing supporting evidence with <u>above benchmark texts read</u> .	
3	Student can consistently analyze characters, settings, and events, citing some supporting evidence with <u>benchmark texts</u> .	Student can consistently analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	
2	With prompting and support , student can attempt to analyze characters, settings, and events, citing some supporting evidence with <u>benchmark texts read</u> .	With prompting and support , student can attempt to analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	
1	With consistent prompting and support , student has difficulty analyzing characters, settings, and events with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty to analyzing characters, settings, and events, and citing some supporting evidence with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	

AREA OF ASSESSMENT: Compares and contrasts point of views

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently compare and contrast point of views, citing evidence with <u>benchmark texts read</u> .	Student can consistently and independently compare and contrast point of views, citing evidence with <u>above benchmark texts read</u> .	
3	Student can consistently compare and contrast point of views, citing evidence with <u>benchmark texts read</u> .	Student can consistently compare and contrast point of views, citing evidence with <u>benchmark texts read</u> .	
2	With prompting and support , student can attempt to compare and contrast point of views, citing evidence with <u>benchmark texts read</u> .	With prompting and support , student can attempt to compare and contrast point of views, citing evidence with <u>benchmark texts read</u> .	
1	With consistent prompting and support , student has difficulty comparing and contrasting point of views, with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty comparing and contrasting point of views, with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	

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AREA OF ASSESSMENT: Determine the meaning of words and phrases as they are used in a text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently use strategies to determine the meaning of unfamiliar words and phrases within context of <u>benchmark texts read</u> .	Student can consistently and independently use strategies to determine the meaning of unfamiliar words and phrases within context <u>above benchmark texts read</u> .	Student can consistently and independently use strategies to determine the meaning of unfamiliar words and phrases within context <u>above benchmark texts read</u> .
3	Student can consistently use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .	Student can consistently use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .	Student can consistently use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .
2	With prompting and support use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .	With prompting and support , use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .	With prompting and support , use strategies to determine the meaning of unfamiliar words and phrases within context <u>benchmark texts read</u> .
1	With consistent prompting and support , student has difficulty using strategies to determine the meaning of unfamiliar words and phrases within context <u>at/or below benchmark texts read</u> .	With consistent prompting and support , student has difficulty using strategies to determine the meaning of unfamiliar words and phrases within context <u>at/or below benchmark texts read</u> .	With consistent prompting and support , student has difficulty using strategies to determine the meaning of unfamiliar words and phrases within context <u>at/or below benchmark texts read</u> .

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Reading Informational Text

AREA OF ASSESSMENT: Summarizes non-fiction text including main ideas and supporting details.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently summarize <u>benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.	Student can consistently and independently summarize <u>above benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.
3		Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.
2		With prompting and support student can summarize <u>benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.	With prompting and support student can summarize <u>benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.
1		With consistent prompting and support , student has difficulty summarizing <u>at/below benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.	With consistent prompting and support , student has difficulty summarizing <u>at/below benchmark texts read</u> in an organized and sequential manner including main ideas and supporting details.

AREA OF ASSESSMENT: Draws inferences from non-fiction text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	Student can consistently and independently draw inferences from text evidence and background information / schema in <u>above benchmark texts read</u> .
3		Student can consistently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .	Student can consistently draw inferences from text evidence and background information / schema in <u>benchmark texts read</u> .
2		With prompting and support student can draw inferences from text evidence and background information / schema in <u>benchmark texts read</u>	With prompting and support student can draw inferences from text evidence and background information / schema in <u>benchmark texts read</u>

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1		With consistent prompting and support student can attempt to draw inferences from text evidence and background information / schema in <u>at/or below benchmark texts read.</u>	With consistent prompting and support student can attempt to draw inferences from text evidence and background information / schema in <u>at/or below benchmark texts read.</u>
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AREA OF ASSESSMENT: Describes the overall structure of the text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in a <u>benchmark non-fiction text or part of a text.</u>	Student can consistently and independently describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in <u>at/or above benchmark non-fiction text or part of a text.</u>
3		Student can consistently describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in a <u>benchmark non-fiction text or part of a text.</u>	Student can consistently describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in a <u>benchmark non-fiction text or part of a text.</u>
2		With prompting and support student can describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in a <u>benchmark non-fiction text or part of a text.</u>	With prompting and support student can describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in a <u>benchmark non-fiction text or part of a text.</u>
1		With consistent prompting and support student can attempt to describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in <u>at / below benchmark non-fiction text or part of a text.</u>	With consistent prompting and support student can attempt to describe the overall structure (related to chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts, or information in <u>at / below benchmark non-fiction text or part of a text.</u>

AREA OF ASSESSMENT: Interpret text features

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.	Student can consistently and independently interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>at/or above benchmark text</u> in which it appears.

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3		Student can consistently interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.	Student can consistently interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.
2		With prompting and support student can interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.	With prompting and support student can interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.
1		With consistent prompting and support student can attempt to interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>benchmark text</u> in which it appears.	With consistent prompting and support student can attempt to interpret information presented visually, orally, or quantitatively (related to charts, graphs, diagrams, time lines, animations, or interactive elements) and explain how the information contributes to an understanding of the <u>at/below benchmark text</u> in which it appears.

AREA OF ASSESSMENT: Determine the meaning of general academic and domain specific words or phrases in text.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .	Student can consistently and independently determine the meaning of words and phrases as they are used in <u>non-fiction at / above benchmark text</u> .
3		Student can consistently determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .	Student can consistently determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .
2		With prompting and support student can determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .	With prompting and support student can determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .
1		With consistent prompting and support student can attempt to determine the meaning of words and phrases as they are used in <u>non-fiction benchmark text</u> .	With consistent prompting and support student can attempt to determine the meaning of words and phrases as they are used in <u>at /below non-fiction benchmark text</u> .

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Foundational Skills: Fluency

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
3	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.		
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.		

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Language and Writing

AREA OF ASSESSMENT: Writes grade levels pieces across the curriculum (narrative, informational, and opinion)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time in complicated ways; show characters' motivations by including their thinking and responses to what happened; student voice is used to convey the emotion or tone; peer conference to help others. (narrative)	Student can consistently and independently write an engaging lead/conclusion that draws in the reader and may call for action, provide key details in a logical sequence, accurately use paragraphs and transition words; influence the audience to care about the piece; accurately cite outside sources, when applicable; peer conference to help others. (narrative and opinion)	Student can consistently and independently write an introduction that hooks the reader and explain the subtopics that will be discussed in the piece; use different kinds of information to teach about the subject; write a thoughtful and insightful ending, which restates the topic; include a variety of information such as examples, details, dates, and quotes; use trusted sources and cite when appropriate; peer conference to help others. (narrative, opinion, and informational)
3	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time; slow down some parts of the story and speed other parts up; show characters' motivations by including their thinking; student voice is used; edit and revise the piece. (narrative)	Student can consistently write an engaging lead/conclusion, where he/she may have to state a claim; use words and phrases to glue parts of the piece together; give reasons to support his/her opinion; choose precise details and facts to help make his/her points; use figurative language to draw readers into his/her line of thought; accurately cite outside sources, when applicable; edit and revise the piece. (narrative and opinion)	Student can consistently hook the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture; write an ending in which he/she reminds readers of the subject and suggest a follow-up action or leave readers with a final insight; add thoughts, feelings, and questions about the subject at the end of the piece; use non-fiction text features to write informational pieces; organize the piece into structured paragraphs; edit and revise the piece. (narrative, opinion, and informational)
2	With prompting and support , student can write a lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time; take out unimportant events in a story; show characters' motivations by including their thinking; make revisions. (narrative)	With prompting and support , student can write a lead/conclusion, where he/she may have to state a claim; cite outside sources, when applicable; identify reasons to support his/her opinion; begin to accurately paragraph; cite outside sources, when applicable; make revisions. (narrative and opinion)	With prompting and support , student can attempt to hook readers by explaining why the subject mattered; write an ending in which he/she reminds readers of the subject; use non-fiction text features in order to write informational pieces; organize writing into structured paragraphs; make revisions. (narrative, opinion, and informational)

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1	<p>With consistent prompting and support, student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, using paragraphs and transition words to show the passing of time; including unimportant events in the story; showing characters' motivations; making revisions. (narrative)</p>	<p>With consistent prompting and support, student has difficulty writing a lead/conclusion, where he/she may have to state a claim; identifying reasons to support his/ her opinion; beginning to accurately use paragraphs; citing outside sources, when applicable; making revisions. (narrative and opinion)</p>	<p>With consistent prompting and support, student has difficulty hooking readers; writing an ending in which he/she reminds readers of the subject; using nonfiction text features in order to write informational pieces; organizing writing into structured paragraphs; making revisions. (narrative, opinion, and informational)</p>
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AREA OF ASSESSMENT: Draws evidence from text to support analysis, reflection, and research

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	<p>Student can consistently and independently determine the task, purpose, and audience; text structure, and which information from the text, can be used as evidence; what evidence is relevant and how to compile evidence from the text; if a single text provides sufficient evidence or if additional information is needed.</p>	<p>Student can consistently and independently identify evidence in a literary or informational text that fits the task, purpose, or audience; create a list of evidence from literary and informational texts; justify analysis, reflection, or research with evidence from literary or informational text; determine what sources are appropriate to support analysis, reflection, and research; evaluate evidence from appropriate literary and informational texts to support analysis, reflection, and research.</p>	
3	<p>Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant.</p>	<p>Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant <u>and how to compile evidence from the text.</u></p>	<p>Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant and how to compile evidence from the text; <u>if a single text provides sufficient evidence or if additional information is needed.</u></p>
2	<p>With prompting and support, student has difficulty drawing evidence from text to support analysis, reflection, and research.</p>	<p>With prompting and support, student has difficulty determining the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant <u>and how to compile evidence from the text.</u></p>	
1	<p>With consistent prompting and support, student has difficulty drawing evidence from text to support analysis, reflection, and research.</p>	<p>With consistent prompting and support, student has difficulty drawing evidence from text to support analysis, reflection, and research. Explanations may include minor errors and/or misconceptions.</p>	

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AREA OF ASSESSMENT: Produces research-based projects across content areas

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently provide key details, examples, and research to support a topic from multiple sources.	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can synthesize information from multiple sources and accurately cite the source.</u>
3	Student can consistently provide key details and examples as well as research to support a topic from <u>one source.</u>	Student can consistently provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can consistently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>
2	With prompting and support, student can provide key details and examples as well as research to support a topic from <u>one source.</u>	With prompting and support, student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>
1	With consistent prompting and support, student has difficulty to providing key details and examples as well as researching to support a topic from <u>one source.</u>		

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Conventions of Standard English

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently use relative pronouns, relative adverbs, prepositional phrases, and proper verb tenses; accurately apply punctuation (including end marks, commas, dialogue, citing sources); <u>exceeds grade appropriate spelling skills</u> .		
3	Student can consistently use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; accurately apply end marks and <u>grade appropriate spelling skills</u> .	Student can consistently use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; accurately apply <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills.	
2	With prompting and support , student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying end marks and <u>grade appropriate spelling skills with minor errors</u> .	With prompting and support , student can use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills, making <u>with minor errors</u> .	
1	With consistent prompting and support , student has difficulty using relative pronouns, relative adverbs, prepositional phrases, and proper verb tenses; applying end marks and <u>grade appropriate spelling</u> , making <u>significant errors</u> .	With consistent prompting and support , student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills, making <u>significant errors</u> .	

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Speaking and Listening

AREA OF ASSESSMENT: Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently engage and extend group discussions; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; <u>acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.</u>		
3	Student can consistently engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.		
2	Student can occasionally engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion.		
1	With prompting and support, student can rarely engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion.		

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Operations and Algebraic Thinking

AREA OF ASSESSMENT: Use the four operations with whole numbers to solve problems

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently use addition, subtraction, and multiplication strategies to accurately solve one-step and multi-step problems.	Student can consistently and independently use addition, subtraction, multiplication, <u>and division</u> strategies to accurately solve one-step and multi-step problems.	Student can consistently and independently use addition, subtraction, multiplication, and division strategies to accurately solve one-step and multi-step problems, and <u>inverse operations</u> to self-assess and correct when necessary.
3	Student can consistently use addition, subtraction, and multiplication strategies to accurately solve one-step and/or multi-step problems.	Student can consistently use addition, subtraction, multiplication, <u>and division</u> strategies to accurately solve one-step and/or multi-step problems.	
2	With prompting and support , student can use addition, subtraction, and multiplication strategies to solve one-step and/or multi-step problems with minor errors.	With prompting and support , student can use addition, subtraction, multiplication, <u>and division</u> strategies to solve one-step and/or multi-step problems.	
1	With consistent prompting and support , student has difficulty using a provided addition, subtraction, and multiplication strategy to solve one-step and/or multi-step problems.	With consistent prompting and support , student has difficulty using a provided addition, subtraction, multiplication, <u>and division</u> strategies to solve one-step and/or multi-step problems with multiple errors.	

AREA OF ASSESSMENT: Gains familiarity with factors and multiples

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently <u>find all factor pairs</u> for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number and determine if a given whole number within the range 1-100 is prime or composite.	
3		Student can consistently <u>find most factor pairs</u> for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and determine if a given whole number within the range 1-100 is prime or composite.	

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2		<p>With prompting and support, student can <u>find some factor pairs</u> for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, and determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.</p>	
1		<p>With consistent teacher support, student has difficulty <u>using a provided strategy to find some factor pairs</u> for whole numbers in the range of 1-100, understanding that a whole number is a multiple of each of its factors, and in using a provided strategy to determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.</p>	

AREA OF ASSESSMENT: Generates and analyzes patterns

Ex: For the rule "Add 3" starting at 1, generate terms, observe that the terms alternate between odd and even numbers and explain why.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently analyze patterns
3			Student can consistently generate and analyze patterns.
2			With prompting and support , student can generate and analyze patterns.
1			With consistent prompting and support , student has difficulty generating and analyzing patterns.

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Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Generalizes place value understanding for multi-digit whole numbers

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right and explain why in his/her own words; read and write multi-digit whole numbers in standard, word and expanded form; compare two multi-digit numbers using $<$, $>$, or $=$ and explain their relationship; round multi-digit numbers to any given place value and explain in his/her own words.		Student can consistently and independently recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right and explain why in his/her own words; read and write multi-digit whole numbers in standard, word and expanded form; compare two multi-digit numbers using $<$, $>$, or $=$ and explain their relationship; round multi-digit numbers to any given place value and explain in his/her own words.
3	Student can consistently recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word and expanded form, most of the time; compare two multi-digit numbers using $<$, $>$, or $=$; round multi-digit numbers to any given place value, most of the time.		Student can consistently recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word and expanded form, most of the time; compare two multi-digit numbers using $<$, $>$, or $=$; round multi-digit numbers to any given place value, most of the time.
2	With prompting and support , student can recognize that in multi-digit numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word, and expanded form; compare two multi-digit whole numbers using $<$, $>$, or $=$; round multi-digit whole numbers to any given place value.		With prompting and support , student can recognize that in multi-digit numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word, and expanded form; compare two multi-digit whole numbers using $<$, $>$, or $=$; round multi-digit whole numbers to any given place value.
1	With consistent prompting and support as well as manipulatives , student has difficulty consistently recognizing the value of a given digit in multi-digit number.		With consistent prompting and support as well as manipulatives , student has difficulty consistently recognizing the value of a given digit in multi-digit number.

4th Grade Report Card Rubric

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to perform multi-digit arithmetic

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently apply place value concepts in order to add and subtract multi-digit whole numbers using the standard algorithm, explain the process of regrouping within our place value system, multiply <u>four-digit by one-digit</u> whole numbers and <u>two-digit by two-digit</u> whole numbers using a variety of strategies with explanations, and may divide whole numbers up to <u>two-digit dividends by a one-digit divisor</u> using a variety of strategies with explanations.	Student can consistently and independently apply place value concepts in order to add and subtract multi-digit whole numbers using the standard algorithm, explain the process of regrouping within our place value system, multiply up to <u>four-digit by one-digit</u> whole numbers and <u>two-digit by two-digit</u> whole numbers using a variety of strategies with explanations, and divide whole numbers up to <u>four-digit dividends by a one-digit divisor</u> using a variety of strategies with explanations.	
3	Student can consistently apply place value concepts in order to add and subtract using the standard algorithm and multiply <u>four-digit by one-digit</u> whole numbers and <u>two-digit by two-digit</u> whole numbers.	Student can consistently apply place value concepts in order to add and subtract using the standard algorithm, multiply a <u>four-digit by one-digit</u> whole numbers and <u>two-digit by two-digit</u> whole numbers, and divide whole numbers up to <u>four-digit dividends by a one-digit divisor</u> .	
2	With prompting and support , student can add and subtract using the standard algorithm and multiply a <u>four-digit by one-digit</u> whole numbers and <u>two-digit by two-digit</u> whole numbers.	With prompting and support , student can add and subtract using the standard algorithm, multiply <u>four-digit by one-digit</u> and <u>two-digit by two-digit</u> whole numbers and <u>divide whole numbers up to four-digit dividends by a one-digit divisor</u> .	
1	With consistent prompting and support and/or visual aids , student has difficulty adding and subtracting multi-digit whole numbers, and multiply a <u>two-digit by one-digit</u> whole numbers.	With consistent teacher support and/or visual aids , student has difficulty adding and subtracting multi-digit whole numbers, multiplying a <u>two-digit by one-digit</u> whole number and in <u>dividing up to two-digit dividends by a one-digit divisor</u> .	With consistent teacher support and/or visual aids , student has difficulty adding and subtracting multi-digit whole numbers, multiplying <u>four-digit by one-digit</u> and <u>two-digit by two-digit</u> whole number, and in <u>dividing up to four-digit dividends by a one-digit divisor</u> .

4th Grade Report Card Rubric

Numbers and Operations - Fractions (with denominators 2, 3, 4, 6, and 8)

AREA OF ASSESSMENT: Extends understanding of fraction equivalence and ordering

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently generate equivalent fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 using a variety of strategies. Student is able to explain his/her process. Student compares two fractions, with like or unlike denominators, using $<$, $>$, or $=$ with a variety of strategies.	
3		Student can consistently generate equivalent fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 using visual aids and explain his/her process, and compare two fractions, with like or unlike denominators, using $<$, $>$, or $=$ by creating common denominators and/or comparing the fraction to a benchmark fraction.	
2		With visual aids , student can generate equivalent fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100, and compare two fractions, with like or unlike denominators, using $<$, $>$, or $=$ by comparing the fraction to a benchmark fraction.	
1		With consistent prompting as well as support and/or visual aids , student has difficulty identifying equivalent fractions and comparing fractions with like numerators or denominators, using $<$, $>$, or $=$.	

AREA OF ASSESSMENT: Builds fractions from unit fractions by applying/extending previous understandings of operations on whole numbers

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently solve mathematical problems involving the addition and subtraction of fractions and mixed numbers with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number and explain his/her thinking.	
3		Student can consistently solve mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways. Student can multiply a fraction by a whole number and explain his/her thinking.	
2		With prompting and support as well as visual aids , student can solve mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number.	
1		With consistent prompting and support as well as visual aids , student has difficulty solving mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number.	

4th Grade Report Card Rubric

AREA OF ASSESSMENT: Understands decimal notations for fractions, and compare decimal fractions

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations and demonstrate this understanding by comparing decimals and fractions.	
3		Student can consistently understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations and demonstrate this understanding by comparing decimals and fractions.	
2		With prompting and support as well as visual aids , student can recognize decimals as fractions with denominators of 10 and 100 and demonstrate this understanding by comparing decimals and fractions.	
1		With consistent prompting and support as well as visual aids , student has difficulty recognizing fractions with denominators of 10 and 100 as decimals.	

4th Grade Report Card Rubric

Measurement and Data

AREA OF ASSESSMENT: Solves problems involving measurement and conversion of measurements

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently demonstrate understanding of the concept of a unit square and apply to explain the formula for area and perimeter of rectangles and combined rectangles, including those in which side lengths are not given.	Student can consistently and independently use all four operations to solve problems involving units of measurement, and convert measurement units.
3		Student can consistently demonstrate understanding of the concept of a unit square and apply to explain the formula for area and perimeter of rectangles and combined rectangles, including those in which side lengths are not given.	Student can consistently uses all four operations to solve problems involving units of measurement, and convert measurement units.
2		With prompting and support , student can find the area of a large rectangle by breaking it apart and adding the areas of the smaller rectangles, find an unknown length of a rectangle, and recognize that two rectangles can have the same perimeter with a different area or different perimeter with the same area.	With prompting and support , student uses all four operations to solve problems involving units of measurement, and convert measurement units.
1		With consistent prompting and support , student can find the area of a large rectangle by breaking it apart and adding the areas of the smaller rectangles, and may rely on grids to find the unknown length and area of a shape.	With consistent prompting and support , student has difficulty using all four operations to solve problems involving units of measurement and converting measurement units.

AREA OF ASSESSMENT: Represents and interprets data (involving line plots)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently visually represent collected data in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations on fractions to solve problems involving information from the line plot.	
3		Student can consistently visually represent collected data in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations on fractions to solve problems involving information from the line plot.	

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2		With prompting and support , student can visually represent collected data in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations on fractions to solve problems involving information from the line plot.
1		With consistent prompting and support , student has difficulty visually representing collected data in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) using a line plot, and in using operations on fractions to solve problems involving information from a line plot.

AREA OF ASSESSMENT: Geometric measurement: Understands concepts of angle and angle measurement

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles.	
3		Student can consistently demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles.	
2		With prompting and support , student can demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles.	
1		With consistent prompting and support as well as visual aids , student has difficulty demonstrating understanding of angles and angle measurement and solving addition and subtraction problems to find the measure of unknown angles.	

4th Grade Report Card Rubric

Geometry

AREA OF ASSESSMENT: Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.
3			Student can consistently draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.
2			With prompting and support , student can draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.
1			With consistent prompting and support as well as visual aids , student has difficulty drawing and identifying points, lines, line segments, rays, perpendicular lines, and parallel lines; drawing and identifying acute, obtuse, right, and straight angles; classifying shapes by properties of their lines and angles; and in recognizing and drawing lines of symmetry for two-dimensional figures.

4th Grade Report Card Rubric

Science and Engineering Practices

AREA OF ASSESSMENT: Asks questions, analyzes data, makes observations, and communicates findings/solutions

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently ask questions, analyze data, make observations, and communicate findings/solutions.	Student can independently and consistently ask questions, analyze data, make observations, communicate findings/solutions, and make connections across the data.	
3	Student can consistently ask questions, analyze data, make observations, and communicate findings/solutions.	Student can consistently ask questions, analyzes data, make observations, communicate findings/solutions, and make connections across the data.	
2	With prompting and support , student can ask questions, analyze data, make observations, and communicate findings/solutions.	With prompting and support , student can ask questions, analyze data, make observations, communicate findings/solutions, and make connections across the data.	
1	With consistent prompting and support, student has difficulty asking questions, analyzing data, making observations, and communicating findings/solutions.	With consistent prompting and support, student has difficulty asking questions, analyzing data, making observations, communicating findings/solutions and making connections across the data.	

AREA OF ASSESSMENT: Designs and/or uses a drawing or model to illustrate patterns or a concept, represent a relationship, or solve a problem

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently design and use a drawing or model to illustrate patterns or a concept, represent a relationship, test a claim or solve a problem.		
3	Student consistently designs or uses a drawing or model to illustrate patterns or a concept, represent a relationship, or solve a problem.		
2	With prompting and support, student designs or uses a drawing or model to illustrate patterns or a concept, represent a relationship, or solve a problem.		
1	With consistent prompting and support, student has difficulty designing and using a drawing or model to illustrate patterns or a concept, represent a relationship, or solve a problem.		

4th Grade Report Card Rubric

AREA OF ASSESSMENT: Generates and compares multiple possible solutions to a problem

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student consistently and independently generates and compares multiple possible solutions to a problem and designs additional investigations to gather data and further their understanding.		Student consistently and independently generates and compares multiple possible solutions to a problem and designs additional investigations to gather data and further their understanding.
3	Student consistently generates and compares multiple possible solutions to a problem.		Student consistently generates and compares multiple possible solutions to a problem.
2	With prompting and support , student generates and compares multiple possible solutions to a problem.		With prompting and support , student generates and compares multiple possible solutions to a problem.
1	With consistent prompting and support , student has difficulty generating and comparing multiple possible solutions to a problem.		With consistent prompting and support , student has difficulty generating and comparing multiple possible solutions to a problem.

AREA OF ASSESSMENT: Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student consistently and independently plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Student consistently and independently plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. <u>Student constructs explanations that focus on explaining the how or why of the test and uses evidence to support explanations.</u>
3	Student consistently plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		Student consistently plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
2	With prompting and support , student plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		With prompting and support , student plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
1	With consistent prompting and support , student has difficulty planning and carrying out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		With consistent prompting and support , student has difficulty planning and carrying out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

4th Grade Report Card Rubric

Weather and Erosion

AREA OF ASSESSMENT: Explains the effects of weathering/rate of erosion by water, ice, wind, or vegetation; & the changes in a landscape over time

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind OR vegetation. Students can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time		
3	Student can consistently make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind OR vegetation. Students can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		
2	With prompting and support , student can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind OR vegetation. With assistance, student can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time		
1	With consistent prompting and support , student has difficulty making observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind OR vegetation. Student has difficulty identifying evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.		

Earth Processes

AREA OF ASSESSMENT: Describes patterns of Earth's features and explains how to reduce the impacts of natural Earth processes on humans

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student consistently and independently describes patterns of Earth's features using data from maps and explains how to reduce the impacts of natural Earth processes on humans. Student can independently develop multiple solutions and critique competing arguments.		
3	Student consistently describes patterns of Earth's features using data from maps and explains how to reduce the impacts of natural Earth processes on humans by developing multiple solutions.		
2	With prompting and support , student can describe patterns of Earth's features using maps and explains how to reduce the impacts of natural Earth processes on humans.		
1	With consistent prompting and support , student has difficulty using maps to describe patterns of Earth's features and explaining how to reduce the impacts of natural Earth processes on humans.		

4th Grade Report Card Rubric

Structure and Function

AREA OF ASSESSMENT: Constructs an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student consistently and independently demonstrates an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction by examining evidence and supporting a claim and is able to apply these understandings in real-life scenarios.	
3		Student consistently explains that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction by examining evidence and supporting a claim.	
2		With prompting and support , student can explain that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	
1		With consistent prompting and support , student has difficulty explaining that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	

How Organisms Process Information

AREA OF ASSESSMENT: Understands that animals receive different types of information through their senses, process the information in their brain, & respond to the information in different ways (Ex: Light reflecting from objects & entering the eye allows objects to be seen.)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student consistently and independently explains that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Student can develop a model explaining the interactions between the systems.	
3		Student consistently explains that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	
2		With prompting and support , student can explain that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	
1		With consistent prompting and support , student has difficulty explaining that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	

4th Grade Report Card Rubric

Transfer of Energy

AREA OF ASSESSMENT: Understands that energy can be transferred from place to place by sound, light, heat, and electric current

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student consistently and independently explains that energy can be transferred from place to place by sound, light, heat, and electric current and why it can change from one to form to another.	
3		Student consistently explains that energy can be transferred from place to place by sound, light, heat, and electric current.	
2		With prompting and support , student can explain that energy can be transferred from place to place by sound, light, heat, and electric current.	
1		With consistent prompting and support , student has difficulty explaining that energy can be transferred from place to place by sound, light, heat, and electric current.	

AREA OF ASSESSMENT: Understands that energy and fuels are derived from natural resources and explains how their uses affect the environment

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student consistently and independently describes that energy and fuels are derived from natural resources and analyzes the cause-effect relationship on the environment.	
3		Student consistently describes that energy and fuels are derived from natural resources and can give examples of how their uses affect the environment.	
2		With prompting and support , student can describe that energy and fuels are derived from natural resources and affect the environment.	
1		With consistent prompting and support , student has difficulty describing that energy and fuels are derived from natural resources and affect the environment.	

Force and Motion

AREA OF ASSESSMENT: Explains how the speed of an object relates to the energy of the object

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student consistently and independently explains how the speed of an object relates to the energy of the object. Student is able to design further investigations to support their reasoning.
3			Student consistently explains how the speed of an object relates to the energy of the object.
2			With prompting and support , student explains how the speed of an object relates to the energy of the object.
1			With consistent prompting and support , student has difficulty explaining how the speed of an object relates to the energy of the object.

4th Grade Report Card Rubric

AREA OF ASSESSMENT: Explains changes in energy that occur when objects collide

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently explain how energy can be transferred from object to object during a collision. Student is able to gather data to support a claim about energy changes during a collision.
3			Student can consistently explain how energy can be transferred from object to object during collisions.
2			With prompting and support , student explains that energy can be transferred from object to object during collisions.
1			With consistent prompting and support , student has difficulty explaining that energy can be transferred from . . .

Using Engineering Design with Force and Motion Systems

AREA OF ASSESSMENT: Understands how energy converts from one form to another

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student consistently and independently explains how energy converts from one form to another. Student is able to design further investigations to support reasoning.
3			Student consistently explains how energy converts from one form to another.
2			With prompting and support , student explains how energy converts from one form to another.
1			With consistent prompting & support , student has difficulty explaining how energy converts from one form to another.

Wave and Information

AREA OF ASSESSMENT: Describes waves in terms of amplitude and wavelength and understands that waves can cause objects to move

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student consistently and independently describes waves in terms of amplitude and wavelength and explains that waves can cause objects to move. Student is able to design additional investigations to gather data and further their understanding and reasoning.
3			Student consistently describes waves in terms of amplitude & wavelength & explains that waves can cause objects to move.
2			With prompting and support , student describes waves in terms of amplitude and wavelength and explains . . .
1			With consistent prompting and support , student has difficulty describing waves in terms of amplitude and wavelength and cannot explain how waves can cause objects to move.

4th Grade Report Card Rubric

Social Studies

AREA OF ASSESSMENT: Analyze how past interactions of people, cultures, environments, and/or resources shape our American and New Jersey heritage

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently analyze and demonstrate understanding of how people, cultures, environment, and/or resources shape our American <u>and/or</u> NJ heritage by referring to past and current events and routinely posing higher-level questions.		Student can independently and consistently analyze how the interactions of people, cultures, environment and/or resources shape both our American <u>and</u> NJ heritage, <u>based on observations, texts, and prior knowledge, and provide justification to support his/her reasoning.</u>
3	Student can consistently analyze how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage and understand the impact that the past interactions have had on our current culture.	Student can consistently analyze how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage. <u>Student understands and can discuss the impact that past interactions have had on our current culture.</u>	
2	With prompting and support , student can analyze how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage.	With prompting and support , student can analyze how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage <u>and understand the impact that past interactions have had on our current culture.</u>	
1	With consistent prompting and support , student has difficulty analyzing how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage.	With consistent prompting and support , student has difficulty analyzing how past interactions of people, cultures, environment, and/or resources shape our American and/or NJ heritage, <u>and demonstrating some understanding of the impact that past interactions have had on our current culture.</u>	

AREA OF ASSESSMENT: Identifies and explains how physical geography influences or determines the development of cultures, societies, and nations

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently explain how locations are impacted by their environmental factors and apply their knowledge to draw conclusions about different locations.		
3	Student can consistently explain how specific locations are impacted by their environmental factors.		
2	With prompting and support , student can explain how locations are impacted by their environmental factors.		

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1	With consistent prompting and support , student has difficulty explaining how locations are impacted by their environmental factors.		
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AREA OF ASSESSMENT: Demonstrates understanding of American democracy and the rights, responsibilities, and roles of an American citizen

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently demonstrate understanding that the US functions as a representative democracy, explain the rights and responsibilities of an American citizen, and the impact of these rights.	
3		Student can consistently demonstrate understanding that the US functions as a representative democracy and explain the rights and responsibilities of an American citizen.	Student can consistently demonstrate understanding that the US functions as a representative democracy, explain the rights and responsibilities of an American citizen, <u>and the impact of these rights.</u>
2		With prompting and support , student can demonstrate understanding that the US functions as a representative democracy, and explain the rights and responsibilities of an American citizen.	
1		With consistent prompting and support , student has difficulty demonstrating understanding that the US functions as a representative democracy and explaining the rights and responsibilities of an American citizen.	