# Woodland Park School District

*Building the Road to Success*

**Fourth Grade Report Card Rubric**

4- Exceeding Expectations – Student consistently and independently demonstrates and applies knowledge that exceeds grade level expectations.

***3- Meeting Expectations – GRADE LEVEL EXPECTATIONS – Student independently meets grade level expectations (refer to rubric below for clarification)***

2 – Approaching Expectations – Student demonstrates partial knowledge of grade level expectations

1 – Not Meeting Expectations – Student does not meet grade level expectations

| **3**<br>**Meeting Expectations**<br>(The following are grade level expectations; contact teacher for standards taught in a particular marking period.) |
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| **Language Arts** |
| **Reading – Literature**<br>• Reads grade level texts<br>  o Student can fluently read and comprehend books on a fourth grade level.<br>• Identifies main idea and key details<br>• Draws inferences using text evidence<br>  o Student can use clues from text and prior knowledge to make educated guesses about text.<br>• Describes a character, setting, or event using text evidence<br>• Summarizes text and determines theme<br>• Compares and contrasts similar themes/topics within and across texts<br>• Integrates information from two texts on the same topic<br>• Uses writing to effectively respond to text |
| **Foundational Skills**<br>• Applies grade level phonics and word analysis<br>• Reads with fluency (expression, phrasing, rate, accuracy)<br>• Demonstrates stamina during independent reading<br>  o Student can read independently for 45 minutes by the end of trimester 1.<br>  o Student can read independently for 60 minutes by the end of trimesters 2 and 3. |
| **Reading-Informational Text**<br>• Draw inferences from the text using details from the text<br>• Identifies key details and main ideas<br>• Determine meaning of words or phrases specific to the informational text<br>• Interpret visual, oral or graphic information as it pertains to informational text<br>• Describe overall structure (e.g., chronology, comparison, cause/effect) of events, ideas, concepts, or information in a text.<br>• Read and comprehend nonfiction text at grade level |
| **Writing**<br>• Follows the structure of the genre: Opinion<br>  o Student can write opinion pieces on topics or texts supporting a point of view with reasons. |

- Follows the structure of the genre: Informative/Explanatory
  - Student can introduce a topic clearly and group related information in paragraphs and sections including formatting headings, illustrations, and multimedia to aid comprehension.
  - Develop topic with facts, definitions, details, and text evidence.
- Follows the structure of the genre: Narrative
  - Student can write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  - Establish a situation and introduce a narrator/characters; develop plot
  - Use dialogue and describe actions, thoughts, and feelings to develop experiences and events of a character.
- Strengthens writing by planning, revising, and editing
- Draws evidence from literary/informational texts
  - Student can utilize text evidence to support claim in writing.
- Uses research to build and present knowledge
  - Student can gather information from multiple print and digital sources to integrate information.
- Demonstrates stamina during independent writing
  - Student can write on topic for an extended period of time.
- Write opinion pieces supporting a point of view with reasons and information
- Write narratives using narrative technique, descriptive details, and clear sequence
- Write informative text to examine a topic or convey ideas and information

**Language**

- Demonstrates command of conventions of grammar and usage
  - Student can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - Student can form and use progressive verb tenses.
  - Student can use modal auxiliaries (can, may, must) to convey various conditions.
  - Student can order adjectives within sentences according to conventional patterns.
  - Student can form and use prepositional phrases.
  - Student can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Student can correctly use frequently confused words (to, too, two; there, they're, their).
- Demonstrates command of capitalization and punctuation
  - Student can use correct capitalization.
  - Student can use commas and quotation marks to direct speech and quotations from a text.
  - Student can use a comma before a coordinating conjunction in a compound sentence.
- Demonstrates the command of spelling
  - Student can spell grade-appropriate words correctly consulting references as needed.
- Demonstrates the meaning of unknown and multiple-meaning words and phrases
- Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning
- Learns, understands, and utilizes new vocabulary across the curriculum

**Speaking and Listening**

- Clearly expresses ideas and builds on the ideas of others
- Participates in collaborative discussions about topics/texts
- Paraphrases information presented in various formats
- Reports on a topic/text, tells a story, or recounts an experience
- Explain major differences between types and structural elements of literature

**3**

**Meeting Expectations**

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

**Math**

**Operations and Algebraic Thinking**

- Demonstrates fluency and accuracy with addition and subtraction facts
- Demonstrates fluency and accuracy with multiplication and division facts
- Uses the four operations with whole numbers to solve word problems
- Identifies factor pairs and multiples for all whole numbers to 100
- Generates and identifies patterns

**Numbers and Operations Base Ten**

- Uses place value understanding to round and compare multi-digit whole numbers
- Performs operations with multi-digit whole numbers

**Numbers and Operations – Fractions**

- Compares, converts, and add decimals/fractions

**Measurement and Data**

- Solves problems involving measurement and conversion of units of measurement
- Represents and interprets data

**Geometry**

- Draws, measures, and identifies lines and angles
- Classifies shapes by properties of lines and angles

**3**

**Meeting Expectations**

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

**Science**

**Physical Science**

**Energy**

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

**Waves and their Applications in Technologies for Information Transfer**

- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Generate and compare multiple solutions that use patterns to transfer information.

**Life Science**

**From Molecules to Organisms: Structures and Processes**

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**Earth and Space Science**

**Earth's Place in the Universe**

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time

**Earth's Systems**

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.

**Earth and Human Activity**

- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Engineering Design**

- Define a simple design problem reflecting a need or a want that includes specified criteria from success and constraints on materials, time, or cost.
- Generate and compare multiple solutions that use possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry 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.