

## Grading Benchmarks – FOURTH GRADE

### READING

1) Reads at grade level.

Trimester	1	2	3	4
<b>1st</b>	Student has achieved reading success at Level N or below.	Student has achieved reading success at Level O or P.	Student has achieved reading success at Level Q.	Student has achieved reading success at Level R or above.
<b>2nd</b>	Student has achieved reading success at Level P or below.	Student has achieved reading success at Level Q.	Student has achieved reading success at Level R.	Student has achieved reading success at Level S or above.
<b>3rd</b>	Student has achieved reading success at Level P or below.	Student has achieved reading success at Level Q.	Student has achieved reading success at Level R or S.	Student has achieved reading success at Level T or above.

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).*

2) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student applies few comprehension strategies before, during, and after reading.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies comprehension strategies before, during, and after reading of grade-level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

<ul style="list-style-type: none"> <li>• Student often does not recognize when meaning has been disrupted.</li> <li>• Student displays little relevant thinking through discussion, notes, and writing about ideas in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student displays some relevant thinking about ideas through discussion, notes, and writing.</li> <li>• Responses demonstrate a partial understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognizes when meaning is disrupted, chooses and uses fix-up strategies.</li> <li>• Discussion, notes, and writing reveal relevant thinking and understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing.</li> <li>• Student recognizes when meaning is disrupted and applies multiple fix-up strategies.</li> </ul>
--	--	--	--

3) Reads with comprehension: Literal (discerns main idea and concepts presented in text).

⇒ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.

Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of nonfiction texts.</li> <li>• Student demonstrates a weak understanding of fictional texts.</li> <li>• Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> <li>• Student does not apply target grade-level comprehension skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>• Student demonstrates a partial understanding of fictional texts.</li> <li>• Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>• Student identifies and minimally describes some story elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses identify relevant ideas and details stated in the text.</li> <li>• Student uses text features and applies target grade-level skills.</li> <li>• Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>• Student describes, compares, and explains story structure, elements, and how they change across the text.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>• Student asks and answers a few literal questions.</li> <li>• Literal retelling and responses from Level N texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student inconsistently uses text features and applies skill.</li> <li>• Student asks and answers some literal questions.</li> <li>• Literal retelling and responses from Level O or P texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies the genres of stories read.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student analyzes text features and applies above-grade-level skills.</li> <li>• Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level R or above texts.</li> </ul>
<b>2nd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of nonfiction texts.</li> <li>• Student demonstrates a weak understanding of fictional texts.</li> <li>• Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>• Student demonstrates a partial understanding of fictional texts.</li> <li>• Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>• Student identifies and minimally describes some story elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses identify relevant ideas and details stated in the text.</li> <li>• Student uses text features and applies target grade-level skills.</li> <li>• Student asks and answers literal questions to uncover stated main ideas, details, and</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of nonfiction and fictional texts.</li> <li>• Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>• Student describes, compares, and explains story structure, elements, and how they change across the text.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>• Student does not apply target grade-level comprehension skills.</li> <li>• Student asks and answers a few literal questions.</li> <li>• Literal retelling and responses from Level P texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student inconsistently uses text features and applies skill.</li> <li>• Student asks and answers some literal questions.</li> <li>• Literal retelling and responses from Level Q texts.</li> </ul>	<p>the author’s purpose of the text and sections of the text.</p> <ul style="list-style-type: none"> <li>• Student identifies the genres of stories read.</li> <li>• Literal retelling and responses from Level R texts.</li> <li>• Student cites specific support to assist in interpretation of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student analyzes text features and applies above-grade-level skills.</li> <li>• Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level S or above texts.</li> </ul>
<b>3rd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of nonfiction texts.</li> <li>• Student demonstrates a weak understanding of fictional texts.</li> <li>• Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>• Student demonstrates a partial understanding of fictional texts.</li> <li>• Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>• Student identifies and minimally describes some story elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses identify relevant ideas and details stated in the text.</li> <li>• Student uses text features and applies target grade-level skills.</li> <li>• Student asks and answers literal questions to uncover stated main ideas, details, and</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of nonfiction and fictional texts.</li> <li>• Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>• Student describes, compares, and explains story structure, elements, and how they change across the text.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>● Student does not apply target grade-level comprehension skills.</li> <li>● Student asks and answers a few literal questions.</li> <li>● Literal retelling and responses from Level P texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>● Student inconsistently uses text features and applies skill.</li> <li>● Student asks and answers some literal questions.</li> <li>● Literal retelling and responses from Level Q texts.</li> </ul>	<p style="text-align: center;">the author’s purpose of the text and sections of the text.</p> <ul style="list-style-type: none"> <li>● Student identifies the genres of stories read.</li> <li>● Literal retelling and responses from Level R or S texts.</li> <li>● Student cites specific support to assist in interpretation of text.</li> </ul>	<ul style="list-style-type: none"> <li>● Student analyzes text features and applies above-grade-level skills.</li> <li>● Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts.</li> <li>● Student cites specific support to assist in interpretation of text.</li> <li>● Literal retelling and responses from Level T or above texts.</li> </ul>
--	--	---	---	--

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).*

4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

⇒ Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.

Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>● Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>● Student makes few relevant predictions or inferences.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>● Student finds some text-based clues.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates inferential understanding of grade-level texts.</li> <li>● Student finds and uses text-based clues to uncover</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>● Student demonstrates insightful inferential understanding.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Inferential retelling and responses from Level N texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, predictions, and inferences.</li> <li>• Student applies some inferential thinking skills.</li> <li>• Inferential retelling and responses from Level O or P texts.</li> </ul>	<p>and explain implied or partially stated ideas.</p> <ul style="list-style-type: none"> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> <li>• Inferential retelling and responses from Level Q texts.</li> <li>• Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</li> <li>• Student evaluates ideas and information that are implied or partially stated.</li> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level R or above texts.</li> </ul>
<b>2nd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>• Student makes few relevant predictions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>• Inferential retelling and responses from Level P texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student makes some relevant connections, predictions, and inferences.</li> <li>• Student applies some inferential thinking skills.</li> <li>• Inferential retelling and responses from Level Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> <li>• Inferential retelling and responses from Level R texts.</li> <li>• Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<p>stated, or confusing ideas in the text.</p> <ul style="list-style-type: none"> <li>• Student evaluates ideas and information that are implied or partially stated.</li> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level S or above texts.</li> </ul>
<b>3rd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>• Student makes few relevant predictions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Inferential retelling and responses from Level P texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, predictions, and inferences.</li> <li>• Student applies some inferential thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</li> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding of above-grade-level texts.</li> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

		<ul style="list-style-type: none"> <li>● Inferential retelling and responses from Level Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Inferential retelling and responses from Level R or S texts.</li> <li>● Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<ul style="list-style-type: none"> <li>● Student evaluates ideas and information that are implied or partially stated.</li> <li>● Student applies above-grade-level inferential thinking skills.</li> <li>● Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>● Inferential retelling and responses from Level T or above texts.</li> </ul>
--	--	---	--	--

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).*

5) Reads with fluency (expression, phrasing, rate, accuracy).

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Lack of fluent reading is evident.</li> <li>● Reading of leveled texts is very choppy and slow.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading is somewhat fluent.</li> <li>● Student reads either very slowly or very quickly.</li> <li>● Reading is choppy some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates fluent reading.</li> <li>● Student reads accurately.</li> <li>● Student uses phrases to read longer sentences.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>● Student demonstrates fluent reading of above-level text.</li> <li>● Reading is fluid and accurate.</li> </ul>



## Grading Benchmarks – FOURTH GRADE

<ul style="list-style-type: none"> <li>• Student attends to some spaces between words or to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student may inaccurately phrase words.</li> <li>• Student attends to some ending punctuation.</li> <li>• Student uses very little or no expression matched to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attends to some internal punctuation and most ending punctuation.</li> <li>• Expression is matched to text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attends to and uses phrasing to read longer and more complex sentences.</li> <li>• Student attends to internal and ending punctuation.</li> <li>• Expression supports understanding.</li> </ul>
--	--	---	--

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 35 minutes.
<b>2nd</b>	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 35 minutes.	Student consistently sustains attention during independent reading for 40 minutes.
<b>3rd</b>	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for <b>more</b> than 40 minutes.

7) Written responses include supportive evidence from the text.

**Grading Benchmarks – FOURTH GRADE**

Trimester	1	2	3	4
<b>ALL</b>	Student’s written response reflects little understanding of the text read and contains little text evidence.	Student’s written response reflects a literal understanding of the text read, supported by some text evidence.	Student’s written response reflects literal and inferential understanding of the text read, with text evidence.	Student’s written response reflects an interpretive, deeper meaning of the text read, supported by text evidence.

## Grading Benchmarks – FOURTH GRADE

### WRITING

1) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student does not use an organizational pattern or format relevant to units of study.</li> <li>● Student does not generate or rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>● Beginnings and endings are either not evident or very weak.</li> <li>● Few ideas are in logical order.</li> <li>● Student uses few complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses some organizational patterns and formats relevant to units of study.</li> <li>● Student uses some supports and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>● Student uses a brief beginning or ending.</li> <li>● Some ideas are in logical order.</li> <li>● Student uses some complete sentences.</li> <li>● Student uses few compound or complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses organizational patterns relevant to units of study.</li> <li>● Student generates, supports, and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>● Student uses a relevant beginning, middle, and conclusion.</li> <li>● Ideas are organized in logical order.</li> <li>● Student uses complete simple and compound sentences.</li> <li>● Sentences are organized into well-ordered paragraphs.</li> <li>● Student uses some transition words to connect idea.</li> </ul>	<ul style="list-style-type: none"> <li>● Student chooses and uses varied organizational patterns and formats that are well-suited to units of study.</li> <li>● Student uses an engaging introduction, body or middle, and conclusion.</li> <li>● Ideas are organized in logical order.</li> <li>● Student uses complete simple, compound, and complex sentences.</li> <li>● Sentences are organized into well-ordered paragraphs and sections.</li> <li>● Student uses transition words to connect sentences and paragraphs.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

2) Elaborates by using details and descriptions.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student uses simple, below-grade-level vocabulary.</li> <li>● Student repeats words and phrases.</li> <li>● Student’s writing reveals little of the writer’s feeling or personality.</li> <li>● Tone or style of writing is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses some grade-level vocabulary.</li> <li>● Student’s writing reveals some of the writer’s feelings or personality.</li> <li>● Student uses some words, phrases, or other techniques to partially reveal tone and style.</li> <li>● Expression and style may be partially appropriate to the genre.</li> </ul>	<ul style="list-style-type: none"> <li>● Student uses grade-level vocabulary that is appropriate.</li> <li>● Student uses words that are specific, interesting, and vivid.</li> <li>● Word choice and expression are appropriate to the genre or topic.</li> <li>● Student uses figurative language.</li> <li>● Student’s writing maintains consistency in style and tone, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>● Student tries out and uses interesting and sophisticated above-grade-level vocabulary.</li> <li>● Student chooses and uses words and phrases that are specific, interesting, and vivid.</li> <li>● Student uses figurative language.</li> <li>● The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.</li> </ul>

3) Uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing ability.

Trimester	1	2	3	4
<b>ALL</b>	Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop	Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop	Student uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop	<ul style="list-style-type: none"> <li>● Student uses Writer’s Notebook, and applies mini-lessons and conferences as tools to collect and expand on sophisticated ideas.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	writing skills taught in units of study.	writing skills taught in units of study.	grade-appropriate writing skills taught in units of study.	<ul style="list-style-type: none"> <li>• Student consistently applies writing skills taught in units of study, independently.</li> </ul>
--	--	--	--	--

4) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for <b>more</b> than 30 minutes.
<b>2<sup>nd</sup></b>	Student is unable to write independently for 35 minutes.	Student is approaching an independent writing stamina of 35 minutes.	Student can consistently write independently for 35 minutes.	Student consistently writes independently for <b>more</b> than 35 minutes.
<b>3<sup>rd</sup></b>	Student is unable to write independently for <b>more</b> than 35 minutes.	Student is approaching an independent writing stamina of <b>more</b> than 35 minutes.	Student can consistently write independently for <b>more</b> than 35 minutes.	Student consistently writes independently for <b>more</b> than 40 minutes.

5) Applies grade-appropriate mechanics and grammar.

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	Student rarely applies correct grade-level grammar usage, including:	Student is beginning to apply correct grade-level grammar usage, including:	Student applies correct grade-level grammar usage, including: <ul style="list-style-type: none"> <li>• Sentence structure (simple, compound, and complex)</li> </ul>	Student consistently applies above-grade-level grammar, usage, and mechanics skills independently.

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>● Sentence structure (simple, compound, and complex sentences).</li> <li>● Commas before conjunctions in compound sentences.</li> <li>● Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>● Pronoun usage (relative pronouns).</li> <li>● Quotation marks (dialogue).</li> <li>● Order adjectives within sentences according to conventional patterns.</li> <li>● Form and use prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence structure (simple, compound, and complex sentences).</li> <li>● Commas before conjunctions in compound sentences.</li> <li>● Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>● Pronoun usage (relative pronouns).</li> <li>● Quotation marks (dialogue).</li> <li>● Order adjectives within sentences according to conventional patterns.</li> <li>● Form and use prepositional phrases.</li> </ul>	<p>sentences; recognizes fragments and run-ons).</p> <ul style="list-style-type: none"> <li>● Commas before conjunctions in compound sentences.</li> <li>● Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>● Pronoun usage (relative pronouns).</li> <li>● Quotation marks (dialogue).</li> <li>● Order adjectives within sentences according to conventional patterns.</li> <li>● Form and use prepositional phrases.</li> </ul>	
<b>2<sup>nd</sup></b>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).</li> <li>● New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>● Capitalization (titles, pronoun “I,” proper nouns and</li> </ul>	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).</li> <li>● New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>● Capitalization (titles, pronoun “I,” proper nouns and</li> </ul>	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).</li> <li>● New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>● Capitalization (titles, pronoun “I,” proper nouns and</li> </ul>	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently.</p>

## Grading Benchmarks – FOURTH GRADE

	<p>adjectives, first word in direct quote).</p> <ul style="list-style-type: none"> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> </ul>	<p>adjectives, first word in direct quote).</p> <ul style="list-style-type: none"> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> </ul>	<p>adjectives, first word in direct quote).</p> <ul style="list-style-type: none"> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> </ul>	
<b>3<sup>rd</sup></b>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses).</li> </ul>	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses).</li> </ul>	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses).</li> </ul>	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently.</p>

### 6) Learns and applies spelling patterns.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student rarely uses reference materials as needed to support</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to use reference materials as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses reference materials as needed to support</li> </ul>	<p>Student consistently applies patterns and generalizations above</p>

## Grading Benchmarks – FOURTH GRADE

	<p>correct spelling in written work.</p> <ul style="list-style-type: none"> <li>• Student rarely applies patterns and generalizations to spell words correctly.</li> <li>• Student rarely uses the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<p>to support correct spelling in written work.</p> <ul style="list-style-type: none"> <li>• Student is beginning to apply patterns and generalizations to spell words correctly.</li> <li>• Student is beginning to use the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<p>correct spelling in written work.</p> <ul style="list-style-type: none"> <li>• Student applies patterns and generalizations to spell words correctly.</li> <li>• Student uses the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<p>grade level to spell words correctly in written work.</p>
--	--	--	--	--

7) Applies writing skills across the curriculum.

Trimester	1	2	3	4
<b>ALL</b>	Student rarely or never applies writing skills in other curricular areas when appropriate.	Student sometimes applies writing skills in other curricular areas when appropriate.	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

8) Shows evidence of revision.

Trimester	1	2	3	4
<b>ALL</b>	Student rarely rereads or revises writing.	<ul style="list-style-type: none"> <li>• Student sometimes rereads and revises part of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads whole text and parts of text for revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads and revises whole text and parts of text</li> </ul>



## Grading Benchmarks – FOURTH GRADE

		<ul style="list-style-type: none"> <li>Student may add or delete a few words to support meaning of part of writing.</li> <li>Student requires teacher and/or support.</li> </ul>	<ul style="list-style-type: none"> <li>Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization.</li> <li>Student moves sentences to support organization, as taught in teacher-modeled lesson.</li> </ul>	<p>periodically during and after drafting.</p> <ul style="list-style-type: none"> <li>Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization.</li> <li>Student independently explains how revision improves writing.</li> </ul>
--	--	--	--	---

9) Applies handwriting skills to write legibly.

Trimester	1	2	3	4
<b>ALL</b>	Student does not write or rarely writes legibly in cursive and print.	Student is approaching legible cursive and print.	Student writes legibly in cursive and print.	Student consistently writes legibly in cursive and print.

## Grading Benchmarks – FOURTH GRADE

### LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student rarely uses grade-appropriate academic vocabulary.</li> <li>● Student rarely uses grade-appropriate conventions of standard English grammar and usage.</li> <li>● Student rarely makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>● Student occasionally uses grade-appropriate academic vocabulary.</li> <li>● Student occasionally uses grade-appropriate conventions of standard English grammar and usage.</li> <li>● Student occasionally makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently uses grade-appropriate academic vocabulary.</li> <li>● Student consistently uses grade-appropriate conventions of standard English grammar and usage.</li> <li>● Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<p>Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</p>

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student rarely reports on events, topics, or text in an organized manner.</li> <li>● Student rarely poses or responds to questions or builds on the ideas of previous speakers.</li> <li>● Student rarely acknowledges new information provided by</li> </ul>	<ul style="list-style-type: none"> <li>● Student occasionally reports on events, topics, and text in an organized manner.</li> <li>● Student occasionally poses and responds to questions, and builds on the ideas of previous speakers.</li> <li>● Student occasionally acknowledges new</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently reports on events, topics, and text in an organized manner.</li> <li>● Student consistently poses and responds to questions, and builds on the ideas of previous speakers.</li> <li>● Student consistently acknowledges new</li> </ul>	<p>Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate.</p>

## Grading Benchmarks – FOURTH GRADE

	others or incorporates it into his/her own thinking as appropriate.	information provided by others and incorporates it into his/her own thinking as appropriate.	information provided by others and incorporates it into his/her own thinking as appropriate.	
--	---	--	--	--

3) Paraphrases key information presented in various forms and subject areas.

Trimester	1	2	3	4
<b>ALL</b>	Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	Students has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodally.

## Grading Benchmarks – FOURTH GRADE

### MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>1st</b>	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use multiplication to solve multiplicative comparisons problems.</li> <li>• Student is unable to rarely able to solve 2-digit by 1-digit multiplication problems</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to show understanding of the meaning of multiplication, as repeated equal groups, used in arrays and comparisons.</li> <li>• Student is unable or rarely able to identify patterns in multiplication facts, apply</li> </ul>	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses multiplication to solve multiplicative comparisons problems.</li> <li>• Student can partially solve 2-digit by 1-digit multiplication problems</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands the meaning of multiplication, as repeated equal groups, used in arrays and comparisons.</li> <li>• Student is beginning to identify patterns in multiplication facts; applies multiplication properties; can solve some facts through 10.</li> <li>• Students sometimes list the factors of given numbers,</li> </ul>	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> <li>• Student consistently uses multiplication to solve multiplicative comparisons problems.</li> <li>• Student can consistently solve 2-digit by 1-digit multiplication problems</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands the meaning of multiplication, as repeated equal groups, used in arrays and comparisons.</li> <li>• Student identifies patterns in multiplication facts; applies multiplication properties; can solve facts through 10.</li> </ul>	<p><u>Multiplication:</u></p> <p>Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</p> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> <li>• Student identifies numbers beyond 100 are prime or composite</li> <li>• Student identifies factors of numbers up to 100 and</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<p>multiplication properties, or solve facts through 10.</p> <ul style="list-style-type: none"> <li>Students are unable or rarely able to list the factors of given numbers, differentiate between prime and composite numbers, find common multiples, or use the break apart method as a strategy.</li> <li>Student is unable or rarely able to identify numbers up to 100 are prime or composite</li> <li>Student is unable or rarely able to identify factors of numbers up to 100 and recognizes multiples of 1-digit numbers</li> </ul> <p><u>Representing Data</u></p> <ul style="list-style-type: none"> <li>Student is unable or rarely able to describe, summarize, and compare data</li> <li>Student is unable or rarely able to interpret and generate measurement data from surveys and line plots</li> </ul>	<p>differentiate between prime and composite numbers, find common multiples, and use the break apart method as a strategy.</p> <ul style="list-style-type: none"> <li>Student sometimes identifies numbers up to 100 are prime or composite</li> <li>Student sometimes identifies factors of numbers up to 100 and recognizes multiples of 1-digit numbers</li> </ul> <p><u>Representing Data</u></p> <ul style="list-style-type: none"> <li>Student can sometimes describe, summarize, and compare data</li> <li>Student can sometimes interpret and generate measurement data from surveys and line plots</li> </ul>	<ul style="list-style-type: none"> <li>Students list the factors of given numbers, differentiate between prime and composite numbers, find common multiples, and use the break apart method as a strategy.</li> <li>Student identifies numbers up to 100 are prime or composite</li> <li>Student identifies factors of numbers up to 100 and recognizes multiples of 1-digit numbers</li> </ul> <p><u>Representing Data</u></p> <ul style="list-style-type: none"> <li>Student can describe, summarize, and compare data</li> <li>Student can interpret and generate measurement data from surveys and line plots</li> </ul>	<p>recognizes multiples of 1-digit numbers and makes insightful connections to other ideas and concepts.</p> <p><u>Representing Data</u> Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>
<b>2nd</b>	<p><u>Multiplication:</u> Student is unable or rarely able to</p>	<p><u>Multiplication:</u> Student can sometimes multiply a</p>	<p><u>Multiplication:</u> Student consistently demonstrates</p>	<p><u>Multiplication:</u> Multiply a 2-digit number by</p>

## Grading Benchmarks – FOURTH GRADE

<p>multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student is unable or rarely able to solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student is unable or rarely able to multiply a number by a multiple of 10.</p> <p><u>Measurement Conversion:</u> Student is unable or rarely able to convert linear measurements from a larger unit to a smaller unit.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to determine the perimeter and area</p>	<p>2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student can sometimes solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student can sometimes multiply a number by a multiple of 10.</p> <p><u>Measurement Conversion:</u> Student can sometimes convert linear measurements from a larger unit to a smaller unit.</p> <p><u>Perimeter and Area:</u> Student can sometimes determine the perimeter and area of</p>	<p>how to multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student consistently demonstrates how to solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student consistently demonstrates how to multiply a number by a multiple of 10.</p> <p><u>Measurement Conversion:</u> Student consistently demonstrates how to convert linear measurements from a larger unit to a smaller unit.</p>	<p>1-digit and 2-digit numbers, using a variety of strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Consistently solve division problems (2-digit and 3-digit numbers divided by 1-digit numbers), including some that result in a remainder, using a variety of strategies.</p> <p><u>Multiples of 10:</u> Consistently multiply a number by a multiple of 10 with consistent accuracy and with consistent automaticity.</p> <p><u>Measurement Conversion:</u> Consistently converts linear measurements from a larger unit to a smaller unit using mental math.</p> <p><u>Perimeter and Area:</u></p>
---	---	--	--

## Grading Benchmarks – FOURTH GRADE

	<p>of rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student is unable or rarely able to draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to add or subtract angles to determine the size of angles.</li> <li>• Student is unable or rarely able to use a protractor to sometimes accurately measure angles and sketch angles of specific sizes.</li> </ul>	<p>rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student can sometimes draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes add or subtract angles to determine the size of angles.</li> <li>• Student can use a protractor to sometimes measure angles and sketch angles of specific sizes.</li> </ul>	<p><u>Perimeter and Area:</u> Student consistently demonstrates how to determine the perimeter and area of rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student consistently demonstrates how to draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> <li>• Student consistently demonstrates how to add or subtract angles to determine the size of angles.</li> <li>• Student consistently demonstrates how to use a protractor to measure angles and sketch angles of specific sizes.</li> </ul>	<p>Consistently determines the perimeter and area of irregular figures that may contain multiple polygons and missing dimensions, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Independently draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> <li>• Uses multiple strategies to add or subtract angles to determine the size of angles.</li> <li>• Use a protractor to accurately measure angles and independently sketch angles of specific sizes.</li> </ul>
--	---	---	--	---

## Grading Benchmarks – FOURTH GRADE

	<p><u>Symmetry:</u> Student is unable or rarely able to identify lines of symmetry in polygons.</p> <p><u>Rounding through Millions:</u> Student is unable or rarely able to read, write, and compare numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student is unable or rarely able to demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Symmetry:</u> Student can sometimes identify lines of symmetry in polygons.</p> <p><u>Rounding through Millions:</u> Student sometimes reads, writes, and compares numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student sometimes demonstrates how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Symmetry:</u> Student consistently identifies multiple lines of symmetry in polygons.</p> <p><u>Rounding through Millions:</u> Student consistently reads, writes, and compares numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student consistently demonstrates how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Symmetry:</u> Consistently identifies multiple lines of symmetry in polygons and uses that to create new, more complicated, symmetrical figures.</p> <p><u>Rounding through Millions:</u> Student consistently reads, writes, and compares numbers beyond the millions place and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student uses multiple strategies consistently and accurately demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm..</p>
<b>3rd</b>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>● Student is unable to or rarely can identify equivalent fractions and explain why they are equivalent.</li> </ul>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>● Student can sometimes identify equivalent fractions and explain why they are equivalent.</li> <li>● Student can sometimes</li> </ul>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>● Student can identify equivalent fractions and explain why they are equivalent.</li> <li>● Student can compare</li> </ul>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>● Student can consistently identify equivalent fractions and explain why they are equivalent.</li> <li>● Student can consistently</li> </ul>



## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>● Student is unable to or rarely can compare fractions with like and unlike denominators.</li> <li>● Student is unable to or rarely can add and subtract fractions and mixed numbers with like denominators.</li> <li>● Student is unable to or rarely can multiply a fraction by a whole number.</li> </ul> <p>Decimals:</p> <ul style="list-style-type: none"> <li>● Student is unable to or rarely can read, write, and compare decimals in tenths and hundredths.</li> <li>● Student is unable to or rarely can add tenths and hundredths.</li> </ul> <p>Representing Data: Student is unable to or rarely can represent data on a line plot including fourths and eighths.</p>	<p>compare fractions with like and unlike denominators.</p> <ul style="list-style-type: none"> <li>● Student can sometimes add and subtract fractions and mixed numbers with like denominators.</li> <li>● Student can sometimes multiply a fraction by a whole number.</li> </ul> <p>Decimals:</p> <ul style="list-style-type: none"> <li>● Student can sometimes read, write, and compare decimals in tenths and hundredths.</li> <li>● Student can sometimes add tenths and hundredths.</li> </ul> <p>Representing Data: Student can sometimes or somewhat represent data on a line plot including fourths and eighths.</p> <p>Multiplication: Student can sometimes multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.</p>	<p>fractions with like and unlike denominators.</p> <ul style="list-style-type: none"> <li>● Student can add and subtract fractions and mixed numbers with like denominators.</li> <li>● Student can multiply a fraction by a whole number.</li> </ul> <p>Decimals:</p> <ul style="list-style-type: none"> <li>● Student can read, write, and compare decimals in tenths and hundredths.</li> <li>● Student can add tenths and hundredths.</li> </ul> <p>Representing Data: Student can represent data on a line plot including fourths and eighths.</p> <p>Multiplication: Student can multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.</p> <p>Number Patterns:</p> <ul style="list-style-type: none"> <li>● Student can generate a</li> </ul>	<p>compare fractions with like and unlike denominators.</p> <ul style="list-style-type: none"> <li>● Student can consistently add and subtract fractions and mixed numbers with like denominators.</li> <li>● Student can consistently multiply a fraction by a whole number.</li> </ul> <p>Decimals:</p> <ul style="list-style-type: none"> <li>● Student can consistently read,, write, and compare decimals in tenths and hundredths.</li> <li>● Student can consistently add tenths and hundredths.</li> </ul> <p>Representing Data: Student can consistently represent data on a line plot including fourths and eighths.</p> <p>Multiplication: Multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.</p>
--	--	--	---	--

## Grading Benchmarks – FOURTH GRADE

	<p>Multiplication: Student is unable to or rarely can represent multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.</p> <p>Number Patterns:</p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely can generate a number pattern that follows a given rule and analyze features of the pattern in order to solve problems.</li> <li>• Student is unable to or rarely can model the mathematics of a situation with tables and with mathematical notation, including using letters to represent unspecified quantities.</li> </ul>	<p>Number Patterns:</p> <ul style="list-style-type: none"> <li>• Student can sometimes generate a number pattern that follows a given rule and analyze features of the pattern in order to solve problems.</li> <li>• Student can sometimes model the mathematics of a situation with tables and with mathematical notation, including using letters to represent unspecified quantities.</li> </ul>	<p>number pattern that follows a given rule and analyze features of the pattern in order to solve problems.</p> <ul style="list-style-type: none"> <li>• Student can model the mathematics of a situation with tables and with mathematical notation, including using letters to represent unspecified quantities.</li> </ul>	<p>Number Patterns:</p> <ul style="list-style-type: none"> <li>• Student can consistently generate a number pattern that follows a given rule and analyze features of the pattern in order to solve problems.</li> <li>• Student can consistently model the mathematics of a situation with tables and with mathematical notation, including using letters to represent unspecified quantities.</li> </ul>
--	---	--	---	--

2) Demonstrates understanding of math facts.

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
------------------	----------	----------	----------	----------

## Grading Benchmarks – FOURTH GRADE

<b>1st</b>	Student is unable or rarely able to recall multiplication facts up to 10.	Student can sometimes recall multiplication facts up to 10.	Student can consistently recall multiplication facts up to 10.	Student is able to apply and extend content knowledge independently.
<b>2nd</b>	Student is unable or rarely able to recall multiplication and division facts with 1 through 12.	Student can sometimes recall multiplication and division facts with 1 through 12.	Student can consistently recall multiplication and division facts with 1 through 12.	Student is able to apply and extend content knowledge independently.
<b>3rd</b>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to mentally calculate products of 1-digit numbers and 1-digit multiples 10, 100 and 1000.</li> <li>• Student is unable or rarely able to mentally calculate whole-number quotients with divisors of 10 and 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can sometimes mentally calculate products of 1-digit numbers and 1-digit multiples 10, 100 and 1000.</li> <li>• Student can sometimes mentally calculate whole-number quotients with divisors of 10 and 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Student mentally calculates products of 1-digit numbers and 1-digit multiples 10, 100 and 1000.</li> <li>• Student mentally calculates whole-number quotients with divisors of 10 and 100.</li> </ul>	Student is able to apply and extend content knowledge independently.

3) Understands and solves word problems accurately.

Trimester	1	2	3	4
<b>1st</b>	<u>Multiplication Meanings and Facts:</u> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate how to draw a</li> </ul>	<u>Multiplication Meanings and Facts:</u> <ul style="list-style-type: none"> <li>• Student partially demonstrates how to draw a picture or write</li> </ul>	<u>Multiplication Meanings and Facts:</u> <ul style="list-style-type: none"> <li>• Student consistently demonstrates how to draw a</li> </ul>	Student applies content knowledge independently to life experiences.

## Grading Benchmarks – FOURTH GRADE

	<p>picture or write an equation to solve a multiplication word problem.</p> <p><u>Division Meanings :</u></p> <ul style="list-style-type: none"> <li>● Student is unable or rarely able to show understanding of the meaning and structure of division.</li> </ul>	<p>an equation to solve a multiplication word problem.</p> <p><u>Division Meanings :</u></p> <ul style="list-style-type: none"> <li>● Student has partial understanding of the meaning and structure of division.</li> </ul>	<p>picture or write an equation to solve a multiplication word problem.</p> <p><u>Division Meanings :</u></p> <ul style="list-style-type: none"> <li>● Student consistently understands the meaning and structure of division.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.</li> </ul>
<b>2nd</b>	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>● Student is unable or rarely able to demonstrate how to draw a picture or write an equation to solve a multiplication word problem.</li> </ul> <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> <li>● Student is unable or rarely able to show understanding of the meaning and structure of division.</li> </ul> <p><u>Addition and Subtraction:</u> Student is unable or rarely able to</p>	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>● Student partially demonstrates how to draw a picture or write an equation to solve a multiplication word problem.</li> </ul> <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> <li>● Student has partial understanding of the meaning and structure of division.</li> </ul> <p><u>Addition and Subtraction:</u> Student sometimes demonstrates how to fluently solve multi-digit</p>	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>● Student consistently demonstrates how to draw a picture or write an equation to solve a multiplication word problem.</li> </ul> <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> <li>● Student consistently understands the meaning and structure of division.</li> </ul> <p><u>Addition and Subtraction:</u> Student consistently</p>	<p><u>Multiplication Meanings and Facts:</u> Student applies content knowledge independently to life experiences.</p> <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> <li>● Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.</li> </ul> <p><u>Addition and Subtraction:</u></p>

## Grading Benchmarks – FOURTH GRADE

	<p>demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p> <p><u>Measurement:</u> Student is unable or rarely able to use addition and subtraction to solve word problems involving measurement.</p>	<p>addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p> <p><u>Measurement:</u> Student sometimes uses addition and subtraction to solve word problems involving measurement.</p>	<p>demonstrates how to fluently solve multi-digit addition and subtraction problems.</p> <p><u>Measurement:</u> Student consistently uses addition and subtraction to solve word problems involving measurement.</p>	<p>Student uses multiple strategies consistently and accurately demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p> <p><u>Measurement:</u> Student uses multiple strategies to consistently use addition and subtraction to solve complex word problems involving measurement.</p>
<b>3rd</b>	<p>Division: Student is unable to or rarely can solve division problems with up to 4-digit dividends and 1-digit divisors.</p> <p>Measurement: Student is unable to or rarely can solve measurement and conversion problems.</p> <p>Multi-step Word Problems: Student is unable to or rarely can solve multi-step word problems using the four operations.</p>	<p>Division: Student can sometimes solve division problems with up to 4-digit dividends and 1-digit divisors.</p> <p>Measurement: Student can sometimes solve measurement and conversion problems.</p> <p>Multi-step Word Problems: Student can sometimes solve multi-step word problems using the four operations.</p>	<p>Division: Student can solve division problems with up to 4-digit dividends and 1-digit divisors.</p> <p>Measurement: Student can solve measurement and conversion problems.</p> <p>Multi-step Word Problems: Student can solve multi-step word problems using the four operations.</p>	<p>Division: Student can consistently solve division problems with up to 4-digit dividends and 1-digit divisors.</p> <p>Measurement: Student can consistently solve measurement and conversion problems.</p> <p>Multi-step Word Problems: Student can consistently solve multi-step word problems using the four operations.</p>

## Grading Benchmarks – FOURTH GRADE

4) Computes accurately.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

5) Clearly expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking precisely and with accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary.	<ul style="list-style-type: none"> <li>● Student communicates all mathematical thinking precisely and with accurate vocabulary.</li> <li>● Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

### SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH SCIENCE: Patterns of Earth’s Changing Features, Natural Hazards, and Energy from Natural Resources

Trimester	1	2	3	4
<b>1st</b>	<p><u>Patterns of Earth’s Changing Features:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● The Earth’s features.</li> <li>● How living and nonliving things change the Earth’s surface.</li> </ul> <p><u>Natural Hazards:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How people are affected by earthquakes and volcanoes.</li> <li>● How people can prepare for natural disasters</li> </ul>	<p><u>Patterns of Earth’s Changing Features:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● The Earth’s features.</li> <li>● How living and nonliving things change the Earth’s surface.</li> </ul> <p><u>Natural Hazards:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How people are affected by earthquakes and volcanoes.</li> <li>● How people can prepare or natural disasters</li> </ul>	<p><u>Patterns of Earth’s Changing Features:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● The Earth’s features.</li> <li>● How living and nonliving things change the Earth’s surface.</li> </ul> <p><u>Natural Hazards:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How people are affected by earthquakes and volcanoes.</li> <li>● How people can prepare for natural disasters</li> </ul>	<p>Student independently meets standards and extends understanding through application to real-life situations.</p>

## Grading Benchmarks – FOURTH GRADE

<p><u>Energy from Natural Resources:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● Nonrenewable resources</li> <li>● How renewable resources are used as energy</li> </ul> <p>Student is unable or rarely able to communicate using acquired vocabulary associated with patterns of Earth’s changing features/natural hazards/energy from natural hazards.</p>	<p><u>Energy from Natural Resources:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● Nonrenewable resources</li> <li>● How renewable resources are used as energy</li> </ul> <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with patterns of Earth’s changing features/natural hazards/energy from natural hazards.</p>	<p><u>Energy from Natural Resources:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● Nonrenewable resources</li> <li>● How renewable resources are used as energy</li> </ul> <p>Student communicates using acquired vocabulary associated with patterns of Earth’s changing features/natural hazards/energy from natural hazards.</p>	
---	---	---	--

⇒ PHYSICAL SCIENCE: Energy and Motion, Transfer of Energy, and Wave Patterns and Information Transfer

Trimester	1	2	3	4
<b>2nd</b>	<p><u>Energy and Motion:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy and speed are related.</li> <li>● Results of when objects collide.</li> </ul>	<p><u>Energy and Motion:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy and speed are related.</li> <li>● Results of when objects collide.</li> </ul>	<p><u>Energy and Motion:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy and speed are related.</li> <li>● Results of when objects collide.</li> </ul>	<p>Student independently meets standards and extends understanding through application to real-life situations.</p>



## Grading Benchmarks – FOURTH GRADE

<p><u>Transfer of Energy:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy is transferred.</li> <li>● How electric currents transfer energy.</li> <li>● How light transfers energy.</li> <li>● Solving problems by understanding energy transfer.</li> </ul> <p><u>Wave Patterns and Information Transfer:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How waves travel.</li> <li>● How we use patterns and waves to transmit information.</li> </ul> <p>Student is unable or rarely able to communicate using acquired vocabulary associated with energy and motion/transfer of energy/ wave patterns and information transfer.</p>	<p><u>Transfer of Energy:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy is transferred.</li> <li>● How electric currents transfer energy.</li> <li>● How light transfers energy.</li> <li>● Solving problems by understanding energy transfer.</li> </ul> <p><u>Wave Patterns and Information Transfer:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How waves travel.</li> <li>● How we use patterns and waves to transmit information.</li> </ul> <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with energy and motion/transfer of energy/ wave patterns and information transfer.</p>	<p><u>Transfer of Energy:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How energy is transferred.</li> <li>● How electric currents transfer energy.</li> <li>● How light transfers energy.</li> <li>● Solving problems by understanding energy transfer.</li> </ul> <p><u>Wave Patterns and Information Transfer:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How waves travel.</li> <li>● How we use patterns and waves to transmit information.</li> </ul> <p>Student communicates using acquired vocabulary associated with energy and motion/transfer of energy/ wave patterns and information transfer.</p>	
--	--	---	--

## Grading Benchmarks – FOURTH GRADE

⇒ LIFE SCIENCE: Structures and Functions of Living Things

Trimester	1	2	3	4
<b>3rd</b>	<p>Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How plant structures help them survive and reproduce.</li> <li>● How animal structures help them survive.</li> <li>● How animals sense and respond to information.</li> <li>● How animals see.</li> </ul> <p>Student is unable or rarely able to communicate using acquired vocabulary associated with structures and functions of living things.</p>	<p>Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How plant structures help them survive and reproduce.</li> <li>● How animal structures help them survive.</li> <li>● How animals sense and respond to information.</li> <li>● How animals see.</li> </ul> <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with structures and functions of living things.</p>	<p>Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>● How plant structures help them survive and reproduce.</li> <li>● How animal structures help them survive.</li> <li>● How animals sense and respond to information.</li> <li>● How animals see.</li> </ul> <p>Student communicates using acquired vocabulary associated with structures and functions of living things.</p>	<p>Student independently meets standards and extends understanding through application to real-life situations.</p>

## Grading Benchmarks – FOURTH GRADE

2) Applies scientific process skills (observing, recording data, experimenting, interpreting results, communicating).

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).	<ul style="list-style-type: none"> <li>● Student is beginning to learn through discovery.</li> <li>● Student sometimes uses scientific process to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).</li> </ul>	<ul style="list-style-type: none"> <li>● Student learns through discovery.</li> <li>● Student consistently uses scientific process to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).</li> </ul>	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

## Grading Benchmarks – FOURTH GRADE

### SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ UNIT 1: Economic Development in New Jersey and the United States

Trimester	1	2	3	4
<b>2nd</b>	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of economic development in New Jersey and the United States, including:</p> <ul style="list-style-type: none"> <li>● The Industrial Revolution and how it changed the way people lived and worked.</li> <li>● The Age of Inventions and how inventions influenced the world.</li> </ul>	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of economic development in New Jersey and the United States, including:</p> <ul style="list-style-type: none"> <li>● The Industrial Revolution and how it changed the way people lived and worked.</li> <li>● The Age of Inventions and how inventions influenced the world.</li> </ul>	<p>Student demonstrates knowledge of facts and understanding of key concepts of economic development in New Jersey and the United States, including:</p> <ul style="list-style-type: none"> <li>● The Industrial Revolution and how it changed the way people lived and worked.</li> <li>● The Age of Inventions and how inventions influenced the world.</li> </ul>	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

⇒ UNIT 2: Immigration

Trimester	1	2	3	4
<b>1st</b>	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts about the history of immigration in the United States of America, including:</p>	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts about the history of immigration in the United States of America, including:</p>	<p>Student demonstrates knowledge of facts and understanding of key concepts about the history of immigration in the United States of America, including:</p>	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>● Understanding the meaning that the United States is a nation of immigrants.</li> <li>● Identifying the challenges that immigrants face.</li> <li>● Understanding how the United States has changed over time because of immigration.</li> <li>● Discussing how communities make decisions that respect the rights and dignity of all members.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the meaning that the United States is a nation of immigrants.</li> <li>● Identifying the challenges that immigrants face.</li> <li>● Understanding how the United States has changed over time because of immigration.</li> <li>● Discussing how communities make decisions that respect the rights and dignity of all members.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the meaning that the United States is a nation of immigrants.</li> <li>● Identifying the challenges that immigrants face.</li> <li>● Understanding how the United States has changed over time because of immigration.</li> <li>● Discussing how communities make decisions that respect the rights and dignity of all members.</li> </ul>	
--	---	---	---	--

### ⇒ UNIT 3: Forging a New Vision of Freedom and Liberty

<b>3rd</b>	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of forging a new vision of freedom and liberty, including:</p> <ul style="list-style-type: none"> <li>● Determining how fairness, equality, and the common good have influenced change at the local and national levels of the United States government.</li> </ul>	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of forging a new vision of freedom and liberty, including:</p> <ul style="list-style-type: none"> <li>● Determining how fairness, equality, and the common good have influenced change at the local and national levels of the United States government.</li> </ul>	<p>Student demonstrates knowledge of facts and understanding of key concepts of forging a new vision of freedom and liberty, including:</p> <ul style="list-style-type: none"> <li>● Determining how fairness, equality, and the common good have influenced change at the local and national levels of the United States government.</li> </ul>	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>
------------	---	---	--	---

## Grading Benchmarks – FOURTH GRADE

	<ul style="list-style-type: none"> <li>● Comparing and contrasting responses of past and present groups to violations of rights.</li> <li>● Describing how stereotyping and prejudice can lead to conflict, using examples from past and present.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing and contrasting responses of past and present groups to violations of rights.</li> <li>● Describing how stereotyping and prejudice can lead to conflict, using examples from past and present.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing and contrasting responses of past and present groups to violations of rights.</li> <li>● Describing how stereotyping and prejudice can lead to conflict, using examples from past and present.</li> </ul>	
--	--	--	--	--

2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
<b>ALL</b>	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.

## Grading Benchmarks – FOURTH GRADE

### ART

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
<b>ALL</b>	<p><u>Elements and Principles of Art:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is unable to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, tertiary colors, complementary colors, color mixing, color families, color wheel, high and low contrast, high and low intensity, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture, as well as positive and negative space.</li> <li>● Student rarely differentiates the differences between various art techniques such as stippling, blending, overlapping and shading.</li> </ul>	<p><u>Elements and Principles of Art:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is developing the ability to create 2- and 3dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, tertiary colors, complementary colors, color mixing, color families, color wheel, high and low contrast, high and low intensity, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture, as well as positive and negative space.</li> <li>● Student is beginning to differentiate the differences between various art techniques such as stippling, blending, overlapping and shading.</li> </ul>	<p><u>Elements and Principles of Art:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is able to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, tertiary colors, complementary colors, color mixing, color families, color wheel, high and low contrast, high and low intensity, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture, as well as positive and negative space.</li> <li>● Student understands and differentiates the differences between various art techniques such as stippling, blending, overlapping and shading.</li> </ul>	<p><u>Elements and Principles of Art:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student creates 2- and 3dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, tertiary colors, complementary colors, color mixing, color families, color wheel, high and low contrast, high and low intensity, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture, as well as positive and negative space.</li> <li>● Student understands and differentiates the differences between various art techniques such as stippling, blending, overlapping and shading.</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<p><u>Art History/Art Appreciation:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student rarely identifies or distinguishes differences between basic characteristics of artists and movements.</li> <li>● Student rarely identifies characteristics of artworks from diverse cultures such as themes and symbols.</li> <li>● Student rarely identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3dimensional, perspective, proportion, and scale.</li> <li>● Student rarely identifies the basic elements of art and principles of design in diverse types of artwork.</li> <li>● Student rarely identifies common and distinctive characteristics of genres of visual artworks such as Realism, Fauvism, Pop Art, Abstract, Cubism, Impressionism, Non-Objective Art, and Op Art.</li> </ul>	<p><u>Art History/Art Appreciation:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is beginning to identify or distinguish differences between basic characteristics of artists and movements.</li> <li>● Student is beginning to identify characteristics of artworks from diverse cultures such as themes and symbols.</li> <li>● Student is beginning to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2dimensional vs. 3dimensional, perspective, proportion, and scale.</li> <li>● Student is beginning to identify the basic elements of art and principles of design in diverse types of artwork.</li> <li>● Student is beginning to identify common and distinctive characteristics of genres of visual artworks such as Realism, Fauvism, Pop Art, Abstract, Cubism,</li> </ul>	<p><u>Art History/Art Appreciation:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student identifies or distinguishes differences between basic characteristics of artists and movements.</li> <li>● Student understands and can identify characteristics of artworks from diverse cultures such as themes and symbols.</li> <li>● Student identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2dimensional vs. 3dimensional, perspective, proportion, and scale.</li> <li>● Student understands and identifies the basic elements of art and principles of design in diverse types of artwork.</li> <li>● Student understands and identifies common and distinctive characteristics of genres of visual artworks such as Realism, Fauvism, Pop Art, Abstract, Cubism, Impressionism, Non-Objective Art, and Op Art.</li> </ul>	<p><u>Art History/Art Appreciation:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student consistently identifies or distinguishes differences between basic characteristics of artists and movements.</li> <li>● Student consistently understands and can identify characteristics of artworks from diverse cultures such as themes and symbols.</li> <li>● Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2dimensional vs. 3dimensional, perspective, proportion, and scale.</li> <li>● Student understands and consistently identifies the basic elements of art and principles of design in diverse types of artwork.</li> <li>● Student understands and consistently identifies common and distinctive characteristics of genres of visual artworks such as Realism, Fauvism, Pop Art, Abstract, Cubism,</li> </ul>
--	--	---	--	---



## Grading Benchmarks – FOURTH GRADE

<p><u>Creative Process:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student rarely applies use of elements of art and a variety of media in his/her artwork.</li> <li>● Student rarely demonstrates the application of visual literacy.</li> <li>● Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student rarely uses art media/tools appropriate to the production of art.</li> </ul> <p><u>Aesthetic Response and Critique Methodologies:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student rarely makes informed or aesthetic responses to</li> </ul>	<p style="text-align: center;">Impressionism, Non-Objective Art, and Op Art.</p> <p><u>Creative Process:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is beginning to apply use of elements of art and a variety of media in his/her artwork.</li> <li>● Student is beginning to demonstrate the application of visual literacy.</li> <li>● Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student is beginning to understand and demonstrate creative expression of ideas.</li> <li>● Student is beginning to use a wide array of art media/tools appropriate to the production of art.</li> </ul> <p><u>Aesthetic Response and Critique Methodologies:</u> Student is approaching standards in the following areas:</p>	<p style="text-align: center;">Impressionism, Non-Objective Art, and Op Art.</p> <p><u>Creative Process:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student understands and applies use of elements of art and a variety of media in his/her artwork.</li> <li>● Student understands and demonstrates the application of visual literacy.</li> <li>● Student can create works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student understands and demonstrates creative expression of ideas.</li> <li>● Student uses a wide array of art media/tools appropriate to the production of art.</li> </ul> <p><u>Aesthetic Response and Critique Methodologies:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student understands and makes informed or aesthetic</li> </ul>	<p style="text-align: center;">Impressionism, Non-Objective Art, and Op Art.</p> <p><u>Creative Process:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student understands and consistently applies use of elements of art and a variety of media in his/her artwork.</li> <li>● Student understands and consistently demonstrates the application of visual literacy.</li> <li>● Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>● Student understands and consistently demonstrates creative expression of ideas.</li> <li>● Student consistently uses a wide array of art media/tools appropriate to the production of art.</li> </ul> <p><u>Aesthetic Response and Critique Methodologies:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student consistently makes informed or aesthetic</li> </ul>
--	--	--	---

## Grading Benchmarks – FOURTH GRADE

	<p>artwork based on presented content.</p> <ul style="list-style-type: none"> <li>● Student is rarely able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is rarely able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student rarely uses visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is beginning to make informed or aesthetic responses to artwork based on presented content.</li> <li>● Student is beginning to learn how to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is beginning to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is beginning to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<p>responses to artwork based on presented content.</p> <ul style="list-style-type: none"> <li>● Student is able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<p>responses to artwork based on presented content.</p> <ul style="list-style-type: none"> <li>● Student is consistently able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is consistently able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>
--	--	---	--	--

## Grading Benchmarks – FOURTH GRADE

### MUSIC

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
<b>ALL</b>	<p><u>Performance:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is unable to sing or play music from complex notation in the treble clef.</li> <li>● Student is unable to perform in rounds, partner songs, and from octavos.</li> <li>● Student is unable to demonstrate correct playing techniques for Orff instruments.</li> </ul> <p><u>Listen and Respond:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is unable to analyze and describe music with regard to form, instrumentation, melodic sequencing, and</li> </ul>	<p><u>Performance:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is learning to sing or play music from complex notation in the treble clef.</li> <li>● Student is developing the ability to sing melodies, alone and with others, using all Kodaly syllables.</li> <li>● Student is learning to perform in rounds, partner songs, and from octavos.</li> <li>● Student is learning to demonstrate correct playing techniques for Orff instruments.</li> </ul> <p><u>Listen and Respond:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is beginning to analyze and describe music with regard to form, instrumentation, melodic</li> </ul>	<p><u>Performance:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is able to sing or play music from complex notation in the treble clef.</li> <li>● Student is able to sing melodies, alone and with others, using all Kodaly syllables.</li> <li>● Student is able to perform in rounds, partner songs, and from octavos.</li> <li>● Student is able to demonstrate correct playing techniques for Orff instruments.</li> </ul> <p><u>Listen and Respond:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology.</li> </ul>	<p><u>Performance:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student consistently sings and plays music from complex notation in the treble clef.</li> <li>● Student consistently sings melodies, alone and with others, using all Kodaly syllables.</li> <li>● Student consistently performs in rounds, partner songs, and from octavos.</li> <li>● Student consistently demonstrates correct playing techniques for Orff instruments.</li> </ul> <p><u>Listen and Respond:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>● Student is consistently able to analyze and describe music with regard to form, instrumentation, melodic</li> </ul>

## Grading Benchmarks – FOURTH GRADE

	<p>dynamics using correct terminology.</p> <ul style="list-style-type: none"> <li>● Student is unable to critique musical performances using evaluative tools.</li> <li>● Student is unable to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics.</li> </ul>	<p>sequencing, and dynamics using correct terminology.</p> <ul style="list-style-type: none"> <li>● Student is beginning to critique musical performances using evaluative tools.</li> <li>● Student is beginning to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to critique musical performances using evaluative tools.</li> <li>● Student is able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics.</li> </ul>	<p>sequencing, and dynamics using correct terminology.</p> <ul style="list-style-type: none"> <li>● Student is consistently able to critique musical performances using evaluative tools.</li> <li>● Student is consistently able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics.</li> </ul>
--	--	--	---	--