



**K I R K W O O D**  
**S C H O O L D I S T R I C T**

**FOURTH GRADE  
REPORT CARD  
SCORING GUIDES  
(RUBRICS)**

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# FOURTH GRADE LISTENING AND SPEAKING

## Comprehension and Collaboration

### Effectively Engages in Discussions Within a Group

**Beginning:** I need guidance to participate effectively in a range of conversations and collaborative discussions.

**Approaching:** I attempt to participate effectively in a range of collaborative discussions and seek to understand diverse perspectives within the group.

**Meeting:** I can participate effectively in a range of collaborative discussions and seek to understand diverse perspectives within the group.

**Extending:** I can participate in collaborative discussions and seek to understand diverse perspectives within the group and transfer my understanding effectively across the curriculum.

### Understands and Identifies Details From Text Read Aloud

**Beginning:** I need guidance to integrate and evaluate information from digital and print formats.

**Approaching:** I attempt to integrate and evaluate information from digital and print formats and work to understand the author's message.

**Meeting:** I can integrate and evaluate information from a variety of digital and print formats and work to demonstrate the author's message.

**Extending:** I can integrate and evaluate information from a variety of digital and print formats and work diligently to understand the author's message and transfer my understanding effectively across the curriculum.

### Evaluates a Speaker's Point of View

**Beginning:** I can ask and answer questions about the topic and need some guidance to work diligently to understand precisely what a speaker is saying.

**Approaching:** I attempt to work diligently to understand precisely what a speaker is saying.

**Meeting:** I can work diligently to understand precisely what a speaker is saying.

**Extending:** I can work diligently to understand precisely what a speaker is saying and transfer my understanding effectively across the curriculum.

## Presentation of Knowledge and Ideas

### Presents Information With Relevant Facts and Descriptive Details

**Beginning:** I can report on a topic or tell a story and need some guidance to use descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener.

**Approaching:** I can report on a topic or tell a story and attempt to use descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener.

**Meeting:** I can report on a topic or tell a story and use descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener.

**Extending:** I can report on a topic or tell a story and use descriptive details and relevant evidence to support my own points in speaking, making my reasoning clear to the listener and transfer my understanding effectively across the curriculum.

### Speaks Clearly with Appropriate Pace, Volume, and Expression

**Beginning:** I need guidance to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Approaching:** I attempt to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Meeting:** I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Extending:** I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning and transfer my understanding effectively across the curriculum.

# FOURTH GRADE READING

## **Decoding: Uses Multiple Decoding Strategies to Solve Tricky Words**

**Beginning:** I need help to use decoding strategies to solve tricky words.

**Approaching:** I can sometimes use multiple decoding strategies to solve tricky words.

**Meeting:** I can consistently use multiple decoding strategies to solve tricky words.

### **Look Fors:**

Quarter 1 – Quarter 4: Word Work/Word Solving Strand: Finds meaning of unknown words or phrases; uses author-given definitions, examples, or synonyms to solve word; substitutes another word that is similar and rereads to check if it makes sense; uses knowledge of prefixes, suffices, and root words to solve the word.

**Extending:** I can use the most efficient strategies to solve tricky words.

## **Fluency: Reads At A Smooth Pace With Appropriate Expression**

**Beginning:** I need help to read at a smooth pace with appropriate expression.

**Approaching:** I can sometimes read at a smooth pace with appropriate expression.

**Meeting:** I can consistently read at a smooth pace with appropriate expression.

### **Look Fors:**

Quarter 1 – Quarter 4: Fluency Strand: Uses voice to reflect what happens in the text, what characters think, feel & experience, and the kind of people characters are; uses voice to highlight key points in a nonfiction text.

Quarter 1 - Quarter 4: Punctuation & Sentence Complexity Strand: Notices and acts on punctuation cues in complex sentences (commas, quotation marks; semi-colons, etc.).

**Extending:** I can read at a smooth pace with an engaging voice and shift the tone of my voice between explaining or storytelling as the text requires.

## **Literal Comprehension: Understands What is Written In the Text**

**Beginning:** I need help understanding what is written in the text.

**Approaching:** I can sometimes understand what is written in the text.

**Meeting:** I can consistently understand what is written in the text.

### **Look Fors:**

Quarter 1 – Quarter 4: Main Idea(s) and Supporting Details/Summary Strand: Identifies the main idea(s) of the part, links idea(s) of part to related points, selects points that are important; uses the structure of the text to help determine importance and select supporting details; keeps own ideas separate from ideas in the text.

**Extending:** I can understand what the most important details are in the text.

## **Interpretive Reading: Understands What The Author Means But May Not Say In The Text; Understands The Similarities And Differences Between Texts; & Supports Thinking With Evidence From The Text**

**Beginning:** I need help:

1. Understanding what the author means but may not say in the text.
2. Understanding the similarities and differences between texts.
3. Supporting my thinking with evidence from the text.

**Approaching:** I can sometimes:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and difference between texts.
3. Support my thinking with evidence from the text.

**Meeting:** I can consistently:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and differences between texts.
3. Support my thinking with evidence from the text.

### **Look for:**

Quarter 1: Inferring About Characters & Other Story Elements Strand: Character Traits, Supporting Thinking with Text Evidence Strand: Identifies the main idea(s) of the part, links idea(s) of part to related points, selects points that are important; uses the structure of the text to help determine importance and select supporting details; keeps own ideas separate from ideas in the text; explains how characters are complicated (i.e., different on the outside than inside or in one part of the story than another); explains what *really* drives a character to act/think; explains how small actions by a character signal deeper meaning.

- a. Character Response/Change Strand: notices how characters change across story; explains possible causes of character change, including evidence from other story elements (problem, setting, other characters, etc.).
- b. Determining Themes/Cohesion Strand: generates multiple ideas about theme to confirm/revise over the course of the text; explains how theme applies to most of the story and suggests a life lesson; once themes are confirmed with ending of book, can trace development of themes through other parts, such as when a character makes a big decision or has a realization.

Quarter 2: Cross Text(s) Synthesis Strand: Collects and merges information from both texts (or parts of a long text) in ways that make new organization for combined information; sorts information from both texts into a category on subtopic.

Quarter 3: Cross Text(s) Synthesis Strand: Collects and merges information from both texts (or parts of a long text) in ways that make new organization for combined information; sorts information from both texts into a category on subtopic.

Quarter 4:

- a. Inferring About Characters & Other Story Elements Strand: Character Traits and Supporting Thinking with Text Evidence Strand: Explains how characters are complicated (i.e., different on the outside than inside or in one part of the story than another); explains what *really* drives a character to act/think; explains how small actions by a character signal deeper meaning.
  
- b. Determining Themes/Cohesion Strand: Generates multiple ideas about theme to confirm/revise over the course of the text; explains how theme applies to most of the story and suggests a life lesson; once themes are confirmed with ending of book, can trace development of themes through other parts, such as when a character makes a big decision or has a realization.

**Extending:** I can:

1. Understand what the author means but may not say in the text.
2. Understand the similarities and differences between texts.
3. Support my thinking with the *best evidence* from the texts.

### **Analytic Reading: Breaks Apart And Puts Together Text Meaning, Evaluates Author's Choices, And Grows Own Ideas About Text**

**Beginning:** I need help to:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

**Approaching:** I can sometimes:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

**Meeting:** I can consistently:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

#### **Look Fors:**

Quarter 1: Analyzing Parts of a Story in Relation to the Whole Strand: Explains why one part of the story is important to the whole story; understands how parts of a story fit with other parts or fit together to make a whole (i.e., a scene could explain a later choice a character makes or show the character is changing; setting creates a mood or explains tension).

Quarter 2:

- a. Analyzing Parts of a Text in Relation to the Whole Strand: Explains why author includes on part of a text (text box, chart, anecdote); understands multiple ways parts are important to main idea (examples of main idea, different perspective on that idea, or part of the structure of the idea-like a solution to a problem, an effect of a cause, or an answer to a question).

- b. Analyzing Author’s Craft Strand: Understands author’s purpose in writing the lead she did for a text, understands why authors choose to elaborate on most important parts; explains why authors make certain parts of the text stand out (by using elaboration, repeated images of lines, or figurative language, for example); considers how the author’s words show character traits of what the story is really about.

Quarter 3:

- a. Analyzing Parts of a Text in Relation to the Whole Strand: Explains why author includes a part of a text (text box, chart, anecdote); understands multiple ways parts are important to main idea (examples of main idea, different perspective on that idea, or part of the structure of the idea- like a solution to a problem, an effect of a cause, or an answer to a question).
- b. Analyzing Perspective Strand: Explains if the source is firsthand (person present at the event) or secondhand (not present) is aware of the difference in those points of view and how they impact the accounts of events.

Quarter 4:

- a. Analyzing Perspective Strand: Describes how character feels about something important in the story (other characters, the setting, an event); uses details from what is known about character’s life (where she is from, what groups she belongs to, etc.) to explain why the character feels that way.
- b. Analyzing Parts of a Story in Relation to the Whole Strand: Explains why one part of the story is important to the whole story; understands how parts of a story fit with other parts or fit together to make a whole (i.e., a scene could explain a later choice a character makes or show the character is changing; setting creates a mood or explains tension).

**Extending:** I can:

1. Grow my own ideas about text and connect them to *my learning about the world*.
2. Notice and think about why authors make the choices they do and *how those choices support most important ideas in the text*.
3. Break apart and put together parts of the text to *understand the most important parts of the text*.

## **Reading On-Grade Level Texts: Uses Decoding, Fluency, and Comprehension Skills to Read Grade Level Texts**

**Beginning:** I can use decoding, fluency, and comprehension skills as I approach grade level texts.

- Quarter 1: N
- Quarter 2: O
- Quarter 3: P
- Quarter 4: Q

**Approaching:** I can use decoding, fluency, and comprehension skills as I approach grade level texts.

- Quarter 1: O-P
- Quarter 2: P-Q
- Quarter 3: Q-R
- Quarter 4: R-S

**Meeting:** I can consistently use decoding, fluency, and comprehension skills to read grade level text. Expectations for Instructional Text Levels:

Quarter 1: Q

Quarter 2: R

Quarter 3: S

Quarter 4: T

**Extending:** I can use decoding, fluency, and comprehension skills to *read above grade level text*.

Quarter 1: T

Quarter 2: U

Quarter 3: V

Quarter 4: W

# FOURTH GRADE WRITING

## Structure

### Organizes Ideas Using Leads, Transitions, and Endings

**Beginning:** I need help to organize ideas using leads, transitions, and endings.

**Approaching:** I can sometimes organize ideas using leads, transitions and endings.

**Meeting:** I can consistently organize ideas using leads, transitions, and endings.

#### Look-fors:

Quarter 1: (narrative) Writes about an important event bit by bit with a beginning that shows structural details, a middle that shows how much time went by with connecting phrases, and an ending that connects the story together, uses action, dialogue, feelings, and paragraphing to show the characters and events of a story.

Quarter 2: (opinion) Begins writing by making a claim (thesis) about a topic and supporting it with reasons, uses appropriate text structure, supporting transition words/phrases, and appropriate paragraphing to organize my information, writes an ending that suggests a call to action or a final insight.

Quarter 3: (informational) Teaches readers different things using facts, details, quotes, and ideas, begins writing by hooking readers with a purpose, uses appropriate text structure, supporting transition words/phrases, and appropriate paragraphing to organize information, writes an ending that suggests a call to action or a final insight.

Quarter 4: (opinion) Begins writing by making a claim (thesis) about a topic and supporting it with reasons, uses appropriate text structure, supporting transition words/phrases, and appropriate paragraphing to organize my information, writes an ending that suggests a call to action or a final insight.

**Extending:** I can engage my audience through intentional use of leads, transitions, and endings.

## Development

### Elaborates on Ideas and Makes Craft Choices

**Beginning:** I need help to elaborate on ideas and make craft choices.

**Approaching:** I can sometimes elaborate on ideas and make craft choices.

**Meeting:** I can consistently elaborate on ideas and make craft choices.

#### Look-fors:

Quarter 1: (narrative) Adds more to my story, by including actions, dialogue, thoughts, and feelings that show why characters did what they did, changes the pacing of my story, uses sensory details and figurative language, uses a storytelling voice.

Quarter 2: (opinion) Makes deliberate word choices by conveying emotions, opinions, and examples to support reasons.

Quarter 3: (informational) Teaches readers about a topic using subtopics that are important and interesting, uses facts, details, and text features to relay information to readers from varied sources, teaches readers by using deliberate word choices, make choices to include the best information.

Quarter 4: (opinion) Makes deliberate word choices by conveying emotions, opinions, and examples to support reasons.

**Extending:** I can engage my audience through intentional elaboration and craft choices.

## Conventions

### Uses Correct Punctuation and Sentence Structure in Writing

**Beginning:** I need help to use correct punctuation and sentence structure in writing.

**Approaching:** I can sometimes use correct punctuation and sentence structure in writing.

**Meeting:** I can consistently use punctuation and sentence structure in writing.

#### **Look-fors:**

Quarter 1: (narrative) Uses capital letters at the beginning of every sentence, uses punctuation at the end of every sentence, writes in complete sentences, uses capital letters for proper nouns, when writing long complex sentences, uses commas to make them clear.

Quarter 2: (opinion) Uses capital letters at the beginning of every sentence, uses punctuation at the end of every sentence, writes in complete sentences, uses capital letters for proper nouns, when writing long complex sentences, uses commas to make them clear, uses periods to fix run-on sentences.

Quarter 3: (informational) Uses capital letters at the beginning of every sentence, uses punctuation at the end of every sentence, writes in complete sentences, uses commas to make them clear.

Quarter 4: (opinion) Uses capital letters at the beginning of every sentence, uses punctuation at the end of every sentence, writes in complete sentences, uses capital letters for proper nouns, when writing long complex sentences, uses commas to make them clear, uses periods to fix run-on sentences.

**Extending:** I can enhance the meaning of writing through my purposeful use of punctuation and sentence structure.

### Uses Correct Spelling in Writing

**Beginning:** I need help to use correct spelling in writing.

**Approaching:** I can sometimes use correct spelling in writing.

**Meeting:** I can consistently use correct spelling in writing.

#### **Look-fors:**

Quarter 1-Quarter 4: I use what I know about word families and spelling rules to help me spell and edit.

**Extending:** I can effectively use resources to spell unknown words correctly.

# FOURTH GRADE MATHEMATICS

## Uses Addition and Subtraction to Solve Problems Involving Whole Number

\*Reported all 4 Quarters

**Beginning:** I need help to add and subtract to solve problems with unknowns in any positions.

**Expectations:**

Quarter 1: Adds and subtracts with basic facts to solve problems

Quarter 2: Adds and subtracts within 100 with one and two step problems

Quarter 3 & 4: Adds and subtracts within 3 digits with multi-step problems using a variety of strategies

**Approaching:** I can sometimes add and subtract to solve **some** types (some and some more, add to, take from, take apart, and compare) of one and two-step problems with unknowns in some of the positions but not all of them.

**Expectations:**

Quarter 1: Adds and subtracts within 100 with one and two step problems. (10 minute math activities and review)

Quarter 2: Adds and subtracts within 3 digits with multi-step problems using a variety of strategies

Quarter 3 & 4: Adds and subtracts within 3 digits in multi-step problems using a variety of strategies including U.S. Algorithm

**Meeting:** I can independently add and subtract to solve **all** types (some and some more, add to, take from, take apart, and compare) of multi-step problems with unknowns in all positions.

**Expectations:**

Quarter 1: Adds and subtracts within 3 digits with multi- step problems using a variety of strategies. (10 minute math activities and review)

Quarter 2 & 3: Adds and subtract within 3 digits in multi-step problems. Using a variety of strategies including U.S. Algorithm

Quarter 4: Extends the skill of adding and subtracting to bigger numbers and multi-step problems. Can explain why their strategy is most efficient

**Extending:** I can consistently, independently, and efficiently add and subtract to solve **all** types (some and some more, add to, take from, take apart, and compare) of multi-step problems with unknowns in all positions.

**Expectations:**

Quarter 1: Adds and subtracts within 3 digits in multi-step problems using a variety of strategies including U.S. Algorithm (10 minute math activities and review)

Quarter 2 & 3: Extends the skill of adding and subtracting two bigger numbers and multi-step problems. Can explain why their strategy is most efficient

Quarter 4: Extends the skill to use with decimals

## **Common Misconceptions:**

- Confuses addends with the sum or part with the whole.
- Always adds quantities given in a problem.
- Interprets an unknown to always be the sum or the difference.
- Does not understand a comparison relationship.
- Stops solving after the first step.
- Represents the problems with incorrect models or pictures.
- Thinks both steps must use the same operation.
- Cannot select the correct operation for one or both steps in a problem.

## **Multiplies Multi-Digit Whole Numbers**

\*Reported all 4 Quarters

**Beginning:** I need help to solve multi-digit multiplication of whole numbers and can use some methods to demonstrate understanding which might include equations, arrays, and/or area models.

### **Expectations:**

Quarter 1: Uses one strategy to solve problems within 100 and can determine factor pairs with inconsistent accuracy

Quarter 2: Uses one strategy to solve problems with 1 digit multipliers by 2 digit multiplicands

Quarter 3: Uses one strategies to solve problems of up to 2 digit by 2 digit including the area model

Quarter 4: Uses one strategy to solve problems with 1 digit multipliers by 4 digit multiplicands

**Approaching:** I can sometimes solve and explain multi-digit multiplication of whole numbers and can use some methods to demonstrate understanding which might include equations, arrays, and/or area models.

### **Expectations:**

Quarter 1: Uses one strategy to solve problems within 100 and can determine factor pairs

Quarter 2: Uses one or two strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands

Quarter 3: Uses one or two strategies to solve problems of up to 2 digit by 2 digit including the area model

Quarter 4: Uses one or two strategies to solve problems with 1 digit multipliers by 4 digit multiplicands

**Meeting:** I can consistently, accurately solve and explain multi-digit multiplication of whole numbers and can use a variety of methods to demonstrate understanding including equations, arrays, and/or area models.

### **Expectations:**

Quarter 1: Uses at least 2 strategies to solve problems within 100 and can determine factor pairs

Quarter 2: Uses at least 2 strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands

Quarter 3: Uses a variety of strategies to solve problems of up to 2 digit by 2 digit including the area model

Quarter 4: Uses a variety of strategies to solve problems with 1 digit multipliers by 4 digit multiplicands

**Extending:** I can consistently, fluently, accurately solve and explain multi-digit multiplication of whole numbers and can use a variety of methods to demonstrate understanding including equations, arrays, and/or area models.

**Expectations:**

Quarter 1: Uses a variety of strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands, and fluently solves for factor pairs

Quarter 2: Uses a variety of strategies to solve problems of up to 2 digit by 2 digit including the area model.

Quarter 3: Uses a variety of strategies to solve problems with 1 digit multipliers by 4 digit multiplicands

Quarter 4: Can extend multiplication strategies to larger problems

**Common Misconceptions:**

- Interprets an array incorrectly.
- Confuses operation symbols.
- Misrepresents operations on number lines or with other tools.
- Does not understand the concept of place value to decompose factors to multiply using the area model or partial product strategies.
- Makes mistakes when adding partial products.
- Does not understand the meaning of equal groups, multiplication, factor, & product.

**Divides Multi-Digit Whole Numbers**

\*Reported Quarter 2, Quarter 3, and Quarter 4

**Beginning:** I need help to solve multi-digit multiplication of whole numbers and can use some methods to demonstrate understanding which might include equations, arrays, and/or area models.

**Expectations:**

Quarter 2: Needs help in basic division facts to assist in solving problems

Quarter 3: Uses one strategy to solve problems with 3 digit dividends and 2 digit divisors and cannot interpret remainders

Quarter 4: Uses one strategy to solve problems with 4 digit dividends and 1 digit divisors and cannot interpret remainders

**Approaching:** I can sometimes solve and explain division of whole numbers and can use some methods to demonstrate understanding which might include equations, arrays, and/or area models.

**Expectations:**

Quarter 2: Uses division facts to assist in solving problems but is inconsistent

Quarter 3: Uses one strategy to solve problems with 3 digit dividends and 2 digit divisors, and can sometimes interpret remainders

Quarter 4: Uses one strategy to solve problems with 4 digit dividends and 1 digit divisors and can sometimes interpret remainders

**Meeting:** I can consistently, accurately solve and explain division of whole numbers and can use a variety of methods to demonstrate understanding including equations, arrays, and/or area models.

(\*US Algorithm not an expectation).

**Expectations:**

Quarter 2: Uses division facts to assist in solving problems

Quarter 3: Uses at least 2 strategies (including the area model) to solve problems with 3 digit dividends and 2 digit divisors, and can interpret remainders

Quarter 4: Uses a variety of strategies to solve problems with 4 digit dividends and 1 digit divisors and can interpret remainders

**Extending:** I can consistently, fluently, accurately solve and explain multi-digit multiplication of whole numbers and can use a variety of methods to demonstrate understanding including equations, arrays, and/or area models.

**Expectations:**

Quarter 2: Uses at least 2 strategies (including the area model) to solve problems with 3 digit dividends and 2 digit divisors, and can interpret remainders

Quarter 3: Uses a variety of strategies to solve problems with 4 digit dividends and 1 digit divisors and can interpret remainders

Quarter 4: Can extend division strategies to larger problems

**Common Misconceptions:**

- Does not understand the concept of place value to decompose factors to multiply using the area model or partial product strategies
- Does not understand what to do with a remainder
- Adds the remainder to the quotient
- Makes mistakes with basic facts

**Represents Data**

\*Reported on Quarter 1

**Beginning:** I need help to create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes and fractional parts to eighths).

**Approaching:** I can sometimes create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes and fractional parts to eighths) and I can sometimes solve problems using the data.

**Meeting:** I can create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes and fractional parts to eighths) and I can solve problems using the data.

**Extending:** I can create an accurate representation of a given set of data, and I can draw general conclusions about what is typical of a population from the data.

### **Common Misconceptions:**

- Cannot organize data to keep track of totals
- Confuses terms more/less, greater than/less than
- Leaves out part of the data information
- Leaves out a number that is within a range shown on a line plot
- Does not know how to distribute fractional amounts within a range on a line plot

### **Solves Problems Involving Measurement and Conversion of Measurements**

\*Reported on Quarter 2

**Beginning:** I need help to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.

**Approaching:** I solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units inefficiently and/or I make mistakes.

**Meeting:** I can use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.

**Extending:** I can use the four operations to solve problems and I can compare strategies that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.

### **Common Misconceptions:**

- Apply the incorrect operation
- Does not use unit labels
- When solving problems, may forget to use the same unit of measurement

### **Solves Problems Involving Area and Perimeter**

\*Reported on Quarter 2

**Beginning:** I need help to determine area and perimeter of polygons.

**Approaching:** I can determine the area and perimeter of polygons to solve problems using counting strategies. I am not yet able to explain how formulas work.

**Meeting:** I can accurately determine area and perimeter of regular polygons to solve problems, and I can explain why the formulas work.

**Extending:** In addition to meeting, I can determine the area and perimeter of complex polygons by decomposing the shape and using the formulas.

### **Common Misconceptions:**

- Does not measure lengths correctly
- Does not understand that “unit” implies uniformity in length
- Does not understand that “tiling” inside a figure finds square units
- Uses unequal size squares, or rectangles to find an area
- Miscounts the number of rows or the number of tiles in each row
- Cannot decompose a composite shape into smaller squares or rectangles
- Confuses the actions of perimeter and area
- May use the wrong formulas to calculate perimeter and area

### **Understands Comparing Fractions**

\*Reported on Quarter 3

**Beginning:** I need help to compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).

**Approaching:** I can sometimes compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).

**Meeting:** I can consistently, efficiently, and accurately compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).

**Extending:** I can consistently, efficiently, and accurately compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete) and can extend the relationships to evaluate decimals.

### **Common Misconceptions:**

- Students may not understand the reason for comparing fractions
- Confuses the numerator and denominator
- Ignores the sizes of the wholes when comparing fractions
- Does not understand the larger the denominator the smaller the portion
- Thinks that any two fractions with the same numerator are equivalent
- Does not notice fractional tick marks on a number line (interpreting all tick marks as wholes)
- When using a number line begins with 1 instead of counting from 0
- Students may confuse the symbols  $<$ ,  $=$ ,  $>$

## Understands Addition and Subtraction of Fractions

\*Reported on Quarter 3

**Beginning:** I need help understanding how to add and subtract fractions.

**Approaching:** I can solve problems involving addition and subtraction of fractions and mixed numbers with like denominators. I make mistakes and or have difficulty explaining why my results make sense.

**Meeting:** I can solve problems involving addition and subtraction of fractions and mixed numbers with like denominators and explain why my answers make sense using models and equations.

**Extending:** In addition to meeting, I can solve problems involving addition and subtraction of fractions and mixed numbers with like denominators using reasoning. I can explain why my results make sense.

### Common Misconceptions:

- May add or subtract both the numerators and denominators
- May not create equivalent fractions
- May incorrectly add and subtract whole numbers and fraction portions
- May not understand how to write mixed fractions as improper fractions

## Understands Multiplication of Fractions by Whole Numbers

\*Reported on Quarter 3

**Beginning:** I need help understanding how to multiply fractions.

**Approaching:** I can solve problems involving multiplication of a fraction by a whole number using visual fractions models and equations to represent the problem but I have difficulty explaining why my answer makes sense.

**Meeting:** I can solve problems involving multiplication of a fraction by a whole number using visual fractions models and equations to represent the problem and I can explain why the results make sense.

**Extending:** I can generalize the rule for multiplying a fraction by a whole number and can explain the rule.

### Common Misconceptions:

- Makes a basic multiplication error
- Cannot use repeated addition to model fractions
- May multiply the whole number by the denominator instead of the numerator

## Compares Decimals

\*Reported on Quarter 3

**Beginning:** I need help comparing and explaining decimals.

**Approaching:** I can compare decimals to the hundredths place and have difficulty justifying why one is larger than another using models.

**Meeting:** I can compare decimals to the hundredths place and justify why one is larger than another using models.

**Extending:** I can compare decimals to the hundredths place and justify why one is larger than another using place value and visual models.

### **Common Misconceptions:**

- Does not understand the place value positions of decimals. (The unit 1 being the whole and the pattern then moves outward with the multiplicative effect.)
- Does not understand where the decimal should be placed

# FOURTH GRADE SCIENCE AND ENGINEERING

## PRACTICES

### Science Practices

**Beginning:** I am beginning to engage in science practices.

**Approaching:** With significant teacher guidance I can work with classmates to pose scientific questions, design and conduct investigations to answer them, collect and organize data (measurements and observations) and use evidence from investigations to support claims.

**Meeting:** Working with classmates (with minimal teacher support) I can pose scientific questions, design and conduct investigations to answer them, collect and organize data (measurements and observations), and use evidence from investigations to support claims.

**Extending:** I show a level of insight conducting science investigations and interest/curiosity that is above what is typical for 4th graders.

### Engineering Practices

**Beginning:** I am beginning to engage in engineering practices.

**Approaching:**

1. With significant teacher guidance I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.
2. I can explain how my product meets the design criteria.

**Meeting:**

1. I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions.
2. I can explain how my product meets the design criteria.

**Extending:** When solving engineering problems or challenges, I show a level of creativity and ingenuity that is above what is typical for 4th graders.

### Computer Science Practices

**Beginning:** I know the basic definitions and facts related to computer programming.

**Approaching:** With teacher guidance I can meet the fourth grade computer science practices.

**Meeting:** In addition to the expectations in earlier grade levels, I understand and can write computer programs that respond to user inputs.

**Extending:** I can write computer programs that are of a level of complexity beyond what is typical for a fourth grader.

# CONTENT KNOWLEDGE

## Energy

**Beginning:** I know the basic definitions and facts related to energy.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:**

1. I can define energy and describe multiple ways it can be stored and transferred.
2. I understand and can provide examples of the Law of Conservation of Energy.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

## Waves

**Beginning:** I know the basic definitions and facts related to waves.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:** I understand the characteristics of waves and wave motion.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

## Plants & Animals: Structure and Function + Input/Output and the Brain

**Beginning:** I know the basic definitions and facts related to senses.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:**

1. I understand that plants and animals have internal and external structures that serve function related to growth and survival behavior.
2. I understand that animals have internal and external structures that are used to collect, process, and respond to information.
3. Animals use their senses and memories to guide their actions.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

## Processes that Shape the Earth: Geology, Weathering, Erosion, and Plate Tectonic

**Beginning:** I know the basic definitions and facts related to the processes that shape the Earth's surface.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:**

1. I can describe how water, wind, and plate tectonics shape the Earth.
2. I can use real world examples, models, maps and other evidence to support scientific claims about processes that shape the Earth.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

## CROSSCUTTING CONCEPTS

### Patterns

**Beginning:** I can identify and describe patterns in data.

**Approaching:**

1. I can use similarities and differences in patterns to sort and classify.
2. I can use patterns to make predictions and as evidence to support a claim.

**Meeting:**

1. I can use patterns to classify/group objects and events, make predictions and as evidence to support a claim.
2. I use graphs and charts to identify and represent patterns in data.

**Extending:** I can extend my understanding by recognizing patterns that are more complex or ambiguous than what is typically expected of 4<sup>th</sup> graders.

### Cause & Effect

**Beginning:** I am beginning to understand that cause and effect relationships exist in the natural world.

**Approaching:**

1. I can identify and explain cause and effect relationships in the natural world. AND
2. I can suggest simple tests to support cause and effect relationships.

**Meeting:**

1. I can identify and test cause and effect relationships. AND
2. I can use cause and effect relationship to explain change.

**Extending:** I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 4<sup>th</sup> graders.

## Systems and System Models

**Beginning:** I am beginning to understand the concept of systems.

**Approaching:** I understand that systems in the natural world have parts that work together.

**Meeting:**

1. I can describe systems and their functions both as a whole and in terms of their parts. AND
2. I can describe the flow of resources through a system and the impact that changes will have on individual parts and the system as a whole.

**Extending:** I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 4<sup>th</sup> graders.

## Structure and Function

**Beginning:** I can describe the characteristics OR function of natural or designed objects.

**Approaching:** I understand that the structure of an object (small scale features, material, shape, movement, color...) is related to its function.

**Meeting:** I can apply my understanding of the relationship between structure and function to individual objects and to systems.

**Extending:** I can extend my understanding by relating structure and function in objects, organisms or systems that are more complex or ambiguous than what is typically expected of 4<sup>th</sup> graders.

## Stability and Change

**Beginning:** I can identify examples of changes that occur in nature.

**Approaching:** I understand that in the natural world change can happen slowly or rapidly and I can provide examples of each.

**Meeting:**

1. I understand that change is measured in differences over time and it may occur at different rates. AND
2. I understand that some systems appear stable, but over long periods of time will eventually change.

**Extending:** I can extend my understanding by analyzing stability and rates of change in situations that are more complex or ambiguous than what is typically expected of 4<sup>th</sup> graders.

# FOURTH GRADE SOCIAL STUDIES

## Concepts and Facts

### Understands Concepts and Facts (History, Geography, Civics, Culture, Economics)

**Beginning:** Even with assistance, I have difficulty demonstrating partial mastery of concepts and facts.

**Approaching:** I can demonstrate partial mastery of concepts and facts.

**Meeting:** I can demonstrate secure mastery of concepts and facts.

**Extending:** I can demonstrate secure mastery of concepts and facts and work beyond grade level expectations.

## Tools of Social Studies Inquiry

### Acquires Information Using a Variety of Resources

**Beginning:** Even with assistance, I have difficulty using provided resources to acquire information and to answer questions

**Approaching:** I can use provided resources to acquire information to answer questions.

**Meeting:** I can locate and use various resources (textbooks, trade books, maps, globes, graphics, encyclopedias, special reference materials, primary documents, artifacts, lectures, interviews, and technology) to acquire information to answer questions.

**Extending:** I can independently locate and use various resources to acquire relevant information to answer questions.

### Organizes Information and Communicates it with Others

**Beginning:** Even with assistance, I have difficulty:

1. Using teacher provided graphic organizers to create documents.
2. Recognizing cause and effect relationships.
3. Sharing incomplete information.

**Approaching:**

1. I can use teacher provided graphic organizers to create documents.
2. I can draw information from factual material.
3. When prompted, I can share information informally.

**Meeting:**

1. With assistance, I can create documents that communicate to others (outlines, timelines, summaries, reports, research papers, maps, charts, graphic organizers, and presentations) based on teacher examples.
2. I can predict likely outcomes or summarize information using supporting evidence.
3. I can share information informally.

**Extending:**

1. I can create documents based on teacher examples that communicate to others.
2. I can form opinions based on critical examination of relevant information.
3. I can share information by presenting it in small groups.

## **Engages in Civil Discourse**

**Beginning:**

1. I offer opinions without evidence or offer no opinion.
2. I seldom listen to others, even with assistance.

**Approaching:** With assistance:

1. I can give an opinion that is related to the topic.
2. I can listen to others.

**Meeting:** With assistance, I can support an opinion with evidence/reasoning and listen to others.

**Extending:**

1. With assistance, I can support an opinion with evidence/reasoning.
2. I can consider the opinions of others by asking questions to further my understanding.

# KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR

## Behavior

### Perseverance

**Beginning:** Student has not yet demonstrated being able to work through challenges to accomplish a goal.

**Approaching:** Student sometimes demonstrates being able to work through challenges to accomplish a goal.

**Meeting:** Student often demonstrates being able to work through challenges to accomplish a goal.

**Extending:** Student almost always demonstrates being able to work through challenges to accomplish a goal.

**Indicators of Perseverance** - Being able to work through challenges to accomplish a goal.

1. Keeps going despite setbacks.
2. Commits to a task even when the task is challenging.
3. Asks for help when needed.
4. Problem solves when stuck.
5. Shows stamina for tasks that are difficult.
6. Stays motivated.
7. Demonstrates grit.

### Engagement

**Beginning:** Student has not yet demonstrated being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Approaching:** Student sometimes demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Meeting:** Student often demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Extending:** Student almost always demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Indicators of Engagement** - Being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

1. Asks questions to increase understanding.
2. Makes connections between their own ideas and those of others.
3. Seeks to know more about the topic.
4. Participates with a sense of investment in the learning.
5. Sets goals.
6. Measures own growth and progress.
7. Takes risks by exploring questions, topics, and ideas.

## Work Habits

**Beginning:** Student has not yet demonstrated being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Approaching:** Student sometimes demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Meeting:** Student often demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Extending:** Student almost always demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Indicators of Productive Work Habits** - Being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

1. Takes initiative.
2. Demonstrates responsibility.
3. Uses time constructively.
4. Works independently and collaboratively.
5. Demonstrates pride in work.
6. Follows directions.
7. Shows respect for adults and peers.

## Mindset

**Beginning:** Student has not yet demonstrated being able to accept challenges and apply effort to improve learning.

**Approaching:** Student sometimes demonstrates being able to accept challenges and apply effort to improve learning.

**Meeting:** Student often demonstrates being able to accept challenges and apply effort to improve learning.

**Extending:** Student almost always demonstrates being able to accept challenges and apply effort to improve learning.

**Indicators of Growth Mindset** - Being able to accept challenges and apply effort to improve learning.

1. Takes productive risks and learns from challenges.
2. Applies effort to improve learning.
3. Stays motivated throughout the struggle.
4. Demonstrates flexibility by revising plans to work through challenges.

## Self-Regulation

**Beginning:** Student has not yet demonstrated being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Approaching:** Student sometimes demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Meeting:** Student often demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Extending:** Student almost always demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Indicators of Self-Regulation** - Being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

1. Demonstrates an awareness of emotions and how they affect others.
2. Demonstrates self-reflections skills.
3. Respects others' rights, feelings, and property.
4. Uses coping skills when encountering challenging situations.
5. Demonstrates a level of confidence that allows one to achieve goals.

# FOURTH GRADE ART

## Art Concepts and Skills

### Selects and Uses Materials, Techniques, and Processes in Artwork

**Beginning:** Uses provided materials and applies techniques to complete a process with physical assistance.

**Approaching:** Uses some provided materials and/or applies some technique to complete a process.

**Meeting:** Uses provided materials and applies techniques to complete a process.

**Extending:** Uses provided materials and applies techniques to complete a process that goes beyond what was demonstrated.

### Identifies and Uses Elements of Art and Principles of Design

**Beginning:** Identifies and uses elements and principles with assistance.

**Approaching:** Identifies and uses some of the elements and principles.

**Meeting:** Identifies and uses elements and principles (line, shape, color, space, balance, emphasis, contrast, and proportion).

**Extending:** Identifies and uses elements and principles and goes beyond what was demonstrated in class.

### Communicates About Art (Ideas, Purposes, Artists, Cultures, Art History)

**Beginning:** Analyze and evaluate art using art vocabulary with assistance.

**Approaching:** Analyze and evaluate art using some art vocabulary.

**Meeting:** Analyze and evaluate art using art vocabulary.

**Extending:** Analyze and evaluate art using art vocabulary and goes beyond what was communicated in class.

## Learning Behaviors

### Has Confidence/ Takes Risks

**Beginning:** Can get frustrated easily and give up without trying to do the activity.

**Approaching:** Occasionally becomes frustrated when attempting an activity, but still tries with encouragement and help.

**Meeting:** Accepts challenges and keeps trying until he/she succeeds.

**Extending:** Seeks out challenges and always tries until he/she succeeds.

## Participates

**Beginning:** Involved (actions, clean-up, comments, questions) in class activities with teacher encouragement.

**Approaching:** Chooses to be involved (actions, clean-up, comments, questions) some of the time with activities in class.

**Meeting:** Consistently chooses to be involved (actions, clean-up, comments, questions) with activities in class.

**Extending:** Consistently chooses to be involved (actions, clean-up, comments, questions) with activities for self and others.

# KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

## Listening

### Develops and Applies Effective Listening Skills and Strategies

**Beginning:** Points to stated pictures, words, phrases. Sorts pictures, objects according to oral directions. Follows one or two-step directions. Matches oral statements to objects, figures, illustrations.

**Approaching:** Locates, selects, orders information from oral descriptions or instructions. Follows multi-step directions. Categorizes or sequences oral information using pictures, objects.

**Meeting:** Able to comprehend and apply information or content acquired through oral instruction or discourse. Able to compare/contrast information and draw conclusions. Can identify cause and effect relationships.

**Extending:** Able to comprehend and apply information or content acquired through oral instruction or discourse. Analyzes, synthesizes and applies complex oral information to grade level tasks.

## Speaking

### Uses English to Share Information, Express Needs and Conduct Transactions in and Outside of the Classroom with Peers

**Beginning:** Names objects, people, and pictures using basic words. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations. Produces words in response to WH- questions or from picture prompts.

**Approaching:** Responds to WH- questions and begins to form WH- questions to request information from others. Discourse is limited to short phrases/sentences and memorized utterances.

**Meeting:** Asks questions and clarifies information by restating or rephrasing ideas. Expresses connected ideas to relate personal information or opinions. Compare/contrasts personal experiences to those of others or to text. Independently initiates conversations and negotiates meaning with peers and adults for both academic and nonacademic reasons.

**Extending:** Offers specific information that supports ideas with peers. Evaluates validity of information in grade-level text based on personal experiences. Provides extended discourse with justification in regard to personal information or opinions.

## Uses English to Ask for Help, Clarification or Self-Advocacy

**Beginning:** Responds orally or non-verbally to teacher/peer offers of help or interactions. Seeks assistance from peers or teacher to gather information. Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

**Approaching:** Ask WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations. Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

**Meeting:** Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting. Independently initiates conversations with peers and adults for both academic and non-academic reasons.

**Extending:** Independently initiates questions or asks for clarification in small, large group or whole class instruction using correct idiomatic expressions and structures. Student demonstrates ability to self-advocate for academic and non-academic reasons.

## Develops and Applies Effective Speaking Skills and Strategies for Various Audiences and Purposes.

**Beginning:** Relies on pictorial or graphic representation or general language related to content area. Produces words, phrases or short sentences, using language with phonological, syntactic or semantic errors that impede meaning of communication.

**Approaching:** Uses general and some specific language of content area. Produces expanded sentences in oral or written communication, using language with phonological, syntactic or semantic errors that may impede meaning of communication.

**Meeting:** Uses specific and some technical language of content area. Produces a variety of sentence lengths of varying linguistic complexity or multiple, related sentences or paragraphs. Minimal phonological, syntactic or semantic errors that do not impede overall meaning of communication.

**Extending:** Uses specialized or technical language reflective of the content area at grade level. Produces a variety of sentence lengths of varying linguistic complexity as required by grade level. Speaking and/or writing skills equivalent to English proficient peers.

## Reading

### Develops and Applies Skills and Strategies to the Reading Process

**Beginning:** Matches icons and symbols to words, phrases or environmental print. Identifies concepts about print and text features.

**Approaching:** Locates and classifies information. Sequences pictures, events, processes. Identifies facts and main ideas.

**Meeting:** Uses context clues to determine meaning of words. Interprets information or data. Finds details that support main ideas. Identifies word families, figures of speech.

**Extending:** Conducts research to glean information from multiple sources. Draws conclusions from implicit and explicit text. Makes connections between various texts and complex ideas.

## **Develops and Applies Skills and Strategies to Comprehend, Analyze and Evaluate Works of Fiction or Nonfiction from a Variety of Cultures and Times.**

**Beginning:** Finds identifying information related to topic or main idea from illustrations, text features, words or phrases.

**Approaching:** Sequences events in chronological or logical order. Sorts relevant information using graphic organizers or pictures. Identifies main idea and/or supporting details, lists events or highlighted vocabulary or concepts.

**Meeting:** Interprets information or data. Finds details that support main ideas from multiple paragraphs using visual or graphic support. Compare/contrasts information using illustrations or graphic organizers. Identifies cause/effect and summaries plot, issues or conflicts. Offers opinions or makes connections to text.

**Extending:** Synthesizes information, infers main idea from details, makes connections and draws conclusions from grade level text. Conducts research to glean information from multiple sources. Able to support opinions using details or evidence from the text.

### **Writing**

#### **Applies a Writing Process in Composing Text**

**Beginning:** Copies words or phrases from models, labels pictures. Completes graphic organizer by copying model. Revises work by copying corrections from peer/teacher editing.

**Approaching:** Produces short phrases or sentences. Uses graphic organizer with support; writing tends to be copied directly from graphic organizer. Requires support for edits and revisions.

**Meeting:** Produces increasingly complex sentences and paragraphs with some detail. Uses graphic organizer independently. Is able to revise and edit independently with inconsistent quality.

**Extending:** Produces paragraphs with cohesive structure and logical sequence with supporting detail. Uses graphic organizer independently and expands final writing from basic ideas in graphic organizer. Edits and revises independently and correctly for grade level.

#### **Composes Well-Developed Text Using Standard English Conventions**

**Beginning:** Sound/symbol letter relationships used in spelling. Spelling errors reflect nonnative English pronunciation/spelling patterns. Writes words or short phrases, labels pictures, or copies environmental text.

**Approaching:** Spells words from common word families. Some upper/lowercase used, punctuation or verb tenses may be inaccurate. Writes longer sentences or groups of related sentences. Use of mostly high-frequency vocabulary.

**Meeting:** Produces accurate spelling and punctuation; some complex verb tenses and use of technical or academic vocabulary. Well-developed sentences in cohesive, organized paragraph(s). Increasingly complex paragraphs with supporting detail and use of content-related vocabulary. Errors don't impede comprehensibility.

**Extending:** Conventions match grade level. Complex tenses and structures used correctly. Uses a variety of techniques to convey personal style and voice. Uses specific and technical language related to content area and format is appropriate to task. Writing is comparable to English proficient peers.

# FOURTH GRADE MUSIC

## Music Concepts and Skills

### Demonstrates Vocal Technique

**Beginning:** Explores uses of the voice.

**Approaching:** Sings with mostly accurate pitch.

**Meeting:** Sings with accurate pitch.

**Extending:** Sings with accurate pitch and maintains secure pitch in the presence of other parts.

### Demonstrates Instrumental Technique

**Beginning:** Performs with correct playing techniques.

**Approaching:** Performs with **mostly** accurate rhythms, melodies, and dynamics.

**Meeting:** Performs with accurate rhythms, melodies, and dynamics.

**Extending:** Performs with accurate rhythms, melodies, and dynamics as part of an ensemble.

### Understands Music Theory and History

**Beginning:** Attempts to identify music notation (verbally and written).

**Approaching:** Identifies and labels music notation (verbally and written).

**Meeting:** Uses accurate terminology in explaining music, music notation, musical instruments, and voices.

**Extending:** Uses accurate terminology in explaining music, music notation, musical instruments and voices, composers and music of different cultures.

## Approach to Learning

### Respects Others

**Beginning:** Has difficulty, without reminders, treating others in a caring and respectful way and often uses a tone of voice that can make others feel put down or hurt.

**Approaching:** Almost always treats others in a caring and respectful way and shows awareness that the tone of his/her voice or non-verbal gestures affects others.

**Meeting:** Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt.

**Extending:** Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt, while encouraging others to do the same.

## **Respects Property**

**Beginning:** Needs reminders to treat school property and the property of others with respect and care.

**Approaching:** Usually treats school property and the property of others with respect and care.

**Meeting:** Consistently treats school property and the property of others with respect and care.

**Extending:** Always treats school property and the property of others with respect and care and is a positive role model for others.

## **Participates**

**Beginning:** Has difficulty participating or staying on task during class.

**Approaching:** Participates and stays on task during class with reminders.

**Meeting:** Participates and stays on task during class.

**Extending:** Always participates and stays on task during class and encourages other to do the same.

# FOURTH AND FIFTH GRADE PHYSICAL EDUCATION

## Efficiency of Human Movement

### Performs Fundamental Movement Skills

#### *Beginning:*

1. **Catches:** Catches a variety of self-tossed objects.
2. **Dribbles:** Bounces a ball using one or two hands while standing in place.
3. **Kicks:** Kicks a stationary ball with one foot.
4. **Strikes:** Strikes a stationary object using an implement.

#### *Approaching*

1. **Catches:** Catches, with a partner, a variety of objects thrown at the same height.
2. **Dribbles:** Dribbles “in control” with either hand or foot while standing in place.
3. **Kicks:** Kicks a moving ball with one foot.
4. **Strikes:** Strikes a moving object positioned at different heights, using an implement.

#### *Meeting:*

1. **Catches:** Catches, with a partner, a variety of objects thrown at different heights.
2. **Dribbles:** Dribbles “in control” with either hand or foot while on the move.
3. **Kicks:** Kicks a moving ball with either foot.
4. **Strikes:** Strikes a moving object using an implement.

#### *Extending:*

1. **Catches:** Catches, with a partner, a variety of objects thrown at different heights, increased velocity, or while on the move.
2. **Dribbles:** Dribbles “in control” with either hand or foot while moving around obstacles and picking up speed.
3. **Kicks:** Kicks a moving ball with either foot, showing increased velocity and accuracy.
4. **Strikes:** Strikes a variety of moving objects using an implement and hitting with increased velocity.

### Performs Sport Skills and Lifetime Activities

#### *Beginning:*

1. **Throws** – Throws a variety of objects from a stationary position.
2. **Volleys** – Volleys an object with either hand in general space.

#### *Approaching:*

1. **Throws** – Throws a variety of objects toward a target area while leading with the foot that is opposite of the throwing arm.
2. **Volleys** – Volleys an object with hands maintaining control and self-space.

#### *Meeting:*

1. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm.
2. **Volleys** – Volleys an object with hands maintaining control and passing to a partner.

**Extending:**

1. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm and while gaining increased velocity.
2. **Volleys** – Volleys an object with hands maintaining control and passing to 2 or more people.

### **Performs Rhythm and Dance**

**Beginning:**

1. **Rhythm** – Attempts to perform a limited number of basic movements using manipulatives or with a rhythmic pattern.
2. **Dance** - Attempts to perform a limited number of basic dance steps with music, or can perform without music.

**Approaching:**

1. **Rhythm** – Performs a limited number of basic movements using manipulatives within a general rhythmic pattern.
2. **Dance** – Performs, with music, a limited number of basic dance steps taught in a dance unit.

**Meeting:**

1. **Rhythm** – Performs all basic movements using manipulatives (jump rope, tinkling poles, lummi sticks, hula hoops, etc.) within a rhythmic pattern.
2. **Dance** – Performs, with music, all basic dance steps taught in a dance unit (Yearly rotation: social dance, creative dance, folk dance, square dance, line dance).

**Extending:**

1. **Rhythm** – Performs all basic movements using manipulatives within a specific rhythmic pattern and demonstrates movements to others.
2. **Dance** – Performs, with music, all basic dance steps taught and shows appropriate movement in the performance.

## **Personal and Social Behavior**

### **Demonstrates Sportsmanship**

**Beginning:** Has difficulty respecting the feelings and opinions of others.

**Approaching:** Usually respects the feelings and opinions of others.

**Meeting:** Respects the feelings and opinions of others.

**Extending:** Respects and appreciates the feelings and opinions of others, and models this behavior for others.

### **Follows Rules and Directions**

**Beginning:** Follows rules and directions only after numerous reminders.

**Approaching:** Follows rules and directions with few reminders.

**Meeting:** Follows rules and directions the first time they are given.

**Extending:** Follows rules and directions the first time they are given and models this behavior for others.

## **Participates Fully**

**Beginning:** Has difficulty participating in activities.

**Approaching:** Participates in some activities.

**Meeting:** Participates fully in all activities.

**Extending:** Participates fully in all activities and encourages others.

## **Wears Appropriate Tennis Shoes**

**Beginning:** Rarely wears appropriate tennis shoes necessary for safe participation.

**Approaching:** Sometimes wears appropriate tennis shoes necessary for safe participation.

**Meeting:** Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

**Extending:** Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

# FIRST THROUGH FIFTH GRADE HEALTH

## Health Unit Content

### **Understands Concepts and Demonstrates Skills**

**Beginning:** Even with assistance, has difficulty demonstrating partial mastery of the concepts and skills taught.

**Approaching:** Demonstrates partial mastery of concepts and skills taught.

**Meeting:** Demonstrates secure mastery of concepts and skills taught.

**Extending:** Demonstrates secure mastery of concepts and skills taught and demonstrates concepts and skills beyond grade level expectations.

### **Participates in Classroom Activities**

**Beginning:** Has difficulty participating in activities even with frequent reminders.

**Approaching:** Participates and completes activities when given frequent reminders.

**Meeting:** Participates fully in all class activities all the time.

**Extending:** Participates fully in all activities and encourages others to do the same.

### **Completes Assignments**

**Beginning:** Has difficulty completing assignments even with frequent reminders.

**Approaching:** Completes assignments when given few reminders.

**Meeting:** Completes assignments on time.

# KINDERGARTEN THROUGH FIFTH GRADE REACH

## Critical and Creative Thinking

### Engages in Creative Process

**Beginning:** Generates Ideas.

**Approaching:** Uses a creative process to generate ideas.

**Meeting:** Intentionally uses creative processes to generate ideas, which are unique and purposeful.

**Extending:** Demonstrates innovative experimentation of functional ideas.

### Processes Information

**Beginning:** Understands information.

**Approaching:** Demonstrates ability to analyze information.

**Meeting:** Evaluates information to interpret and generalize conclusions.

**Extending:** Synthesizes information to form own ideas, insight, understanding, and perspective.

### Solves Problems

**Beginning:** Recognizes the problem exists.

**Approaching:** Identifies the problem and its possible causes.

**Meeting:** Develops reasonable solutions after considering all factors.

**Extending:** Develops innovative solutions after considering all factors.

## Communication

### Communicates Ideas and Viewpoints

**Beginning:** Needs assistance with the communication of ideas.

**Approaching:** Conveys ideas.

**Meeting:** Conveys a clear and distinct viewpoint.

**Extending:** Conveys viewpoint in relation to audience, task and purpose.

# ELEMENTARY TECHNOLOGY LITERACY

## **Creativity and Innovation**

### **Demonstrates Creative Thinking, Constructs Knowledge, and Develops Innovative Products and Processes Using Technology**

**Beginning:** Still developing prerequisite skills of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Approaching:** Demonstrates partial mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Meeting:** Demonstrates mastery of using technology to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Extending:** Demonstrates mastery of and extends skills to new contexts when using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

## **Communication and Collaboration**

### **Uses Digital Media and Environments to Communicate and Work Collaboratively**

**Beginning:** Still developing prerequisite skills of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Approaching:** Demonstrates partial mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Meeting:** Demonstrates mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Extending:** Demonstrates mastery of and extends skills to new contexts interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

## Research and Information Fluency

### Applies Digital Tools to Gather, Evaluate and use Information

**Beginning:** Still developing prerequisite skills of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

**Approaching:** Demonstrates partial mastery of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

**Meeting:** Demonstrates mastery of applying digital tools to gather, evaluate, and use information.

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**Extending:** Demonstrates mastery of and extends skills to new contexts when applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

## Critical Thinking, Problem Solving and Decision Making

### Uses Critical Thinking Skills with Digital Tools and Resources to Plan and Conduct Research, Manage Projects, Solve Problems, and Make Informed Decisions

**Beginning:** Still developing prerequisite skills of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Approaching:** Demonstrates partial mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Meeting:** Demonstrates mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Extending:** Demonstrates mastery of and extends skills to new contexts when using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

## Digital Citizenship

### Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior

**Beginning:** Still developing prerequisite skills of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying.
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

**Approaching:** Demonstrates partial mastery of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
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**Meeting:** Demonstrates mastery of advocating and practicing safe, legal, and responsible use of information and technology.

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7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

**Extending:** Demonstrates mastery of and extends skills to new contexts when advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
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6. Develop strategies to avoid cyber-bullying.
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

## Technology Operations and Concepts

### Demonstrates a Sound Understanding of Technology Concepts, Systems, and Operations

**Beginning:** Still developing prerequisite skills of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Approaching:** Demonstrates partial mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Meeting:** Demonstrates mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Extending:** Demonstrates mastery of and extends skills to new contexts when understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.