

GRADE 4 STANDARDS-BASED REPORT CARD GRADING BENCHMARKS NEW MILFORD PUBLIC SCHOOL DISTRICT

LANGUAGE ARTS/LITERACY Reading

Reads on grade level

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Student is reading at Level N or below.	Student is reading at Level O or P.	Student is reading at Level Q or R.	Student is reading at Level S or above.
2	Student is reading at Level O or below.	Student is reading at Level P or Q.	Student is reading at Level R or S.	Student is reading at Level T or above.
3	Student is reading at Level P or below.	Student is reading at Level Q or R.	Student is reading at Level S.	Student is reading at Level T or above.

Applies phonics/word analysis skills

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> apply grade-level phonics or word analysis skills in decoding or encoding words; or use combined knowledge of letter-sound correspondences or syllabication patterns to read unfamiliar multisyllabic words in context. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> knows and applies grade-level phonics and word analysis skills in decoding and encoding words; and uses combined knowledge of letter-sound correspondences and syllabication patterns to read unfamiliar multisyllabic words in context. 	<p>Student consistently:</p> <ul style="list-style-type: none"> knows and applies grade-level phonics and word analysis skills in decoding and encoding words; and uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> knows and applies grade-level phonics and word analysis skills in decoding and encoding words; and uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2				
3				

Reads with accuracy and fluency to support comprehension

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>Student is unable or rarely able to read text with purpose and understanding and:</p> <ul style="list-style-type: none"> reads slowly and laboriously; reads word-by-word, with long pauses between words; reads in a monotone voice, with no variation in tone, pitch, and volume to reflect the meaning of the text; and frequently hesitates while reading and repeats words or phrases. 	<p>Student sometimes reads text with purpose and understanding and:</p> <ul style="list-style-type: none"> reads grade-level text with purpose and understanding; moves through text with some slow-downs, stops, and pauses to solve words; reads in two or three word phrases, putting words together in groups to begin making meaning of language; varies voice in tone, pitch, and volume; notices punctuation and the way print is organized on the page; emphasizes particular words; and uses context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Student consistently:</p> <ul style="list-style-type: none"> reads grade-level text with purpose and understanding; reads grade-level prose and poetry orally with accuracy, rate, and expression; moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>); puts words together in groups to represent meaningful units of language (<i>phrasing</i>); varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>); uses punctuation and the way print is organized on the page (<i>pausing</i>); emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and uses context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> reads above-grade-level text with purpose and understanding; reads above-grade-level prose and poetry orally with accuracy, rate, and expression; moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>); puts words together in groups to represent meaningful units of language (<i>phrasing</i>); varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>); uses punctuation and the way print is organized on the page (<i>pausing</i>); emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
2				
3				

Demonstrates comprehension of texts, using evidence from text when explaining and inferring

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> demonstrates a literal understanding of stories or informational texts; refer to details or examples in a text or makes relevant connections when explaining what the text says explicitly or when drawing inferences from the text; 	With support, student sometimes: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; refers to details and examples in a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text; determines a theme of a story, drama, or poem from details in the text and summarizes the text; describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); determines the main idea of a text and explains how it is supported by key details and summarizes the text; and explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	Student consistently: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; refers to details and examples in a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text; determines a theme of a story, drama, or poem from details in the text and summarizes the text; describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); determines the main idea of a text and explains how it is supported by key details and summarizes the text; and explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> demonstrates a strong literal understanding of stories and informational texts; quotes accurately from a text, and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text; determines the key details in a story, drama or poem to identify the theme and to summarize the text; compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact); determines two or more main ideas of a text and explains how they are supported by key details and summarizes the text; and explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
2	<ul style="list-style-type: none"> determine a theme of a story, drama, or poem from details in the text or summarize the text; describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); determine the main idea of a text or explain how it is supported by key details or summarize the text; or explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened or why, based on specific information in the text. 			
3				

Demonstrates higher level thinking skills (inference/analysis/synthesis/compare-contrast)

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> infer story elements, including character traits, feelings, setting, etc.; determine the meaning of words or phrases as they are used in a text; explain major differences between poems or drama when writing or speaking about a text; 	With support, student sometimes: <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc.; determines the meaning of words and phrases as they are used in a text; explains major differences between poems, drama, and prose when writing or speaking about a text; compares the point of view from which different stories are narrated, including the difference between first- and third-person narrations; and compares and reflects on stories in the same genre (e.g., mysteries and adventure stories). 	Student consistently: <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc.; determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature; explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text; compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations; and compares, contrasts and reflects on stories in the same genre (e.g., mysteries and adventure stories) and on their approaches to similar themes and topics. 	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc.; determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; describes how a narrator's or speaker's point of view influences how events are described; and compares, contrasts and reflects on the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
2	<ul style="list-style-type: none"> compare the point of view from which different stories are narrated; or compare stories in the same genre (e.g., mysteries and adventure stories). 			
3				

Writing

Communicates ideas and information effectively

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using narrative technique, details, or events event sequences, by... ○ establishing a situation or introducing a narrator and/or characters; ○ using description to develop experiences or events or show the responses of characters to situations; ○ using a transitional words or phrases to manage the sequence of events; ○ using concrete words or phrases to convey experiences or events; or ○ providing a conclusion that follows from the narrated experiences or events. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... ○ establishing a situation and introducing a narrator and/or characters; ○ using description to develop experiences and events or show the responses of characters to situations; ○ using transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases to convey experiences and events; and ○ providing a conclusion that follows from the narrated experiences or events. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words, phrases, and clauses to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events.
2	<p>Student consistently:</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using narrative technique, details, or events event sequences, by... ○ establishing a situation or introducing a narrator and/or characters; ○ using description to develop experiences or events or show the responses of characters to situations; ○ using a transitional words or phrases to manage the sequence of events; ○ using concrete words or phrases to convey experiences or events; or ○ providing a conclusion that follows from the narrated experiences or events; or • write informative/explanatory texts to examine a topic or convey ideas or information by... ○ introducing a topic or including formatting (e.g., headings) or illustrations; ○ developing the topic with facts, definitions, details, text evidence, or other information or examples related to the topic; ○ linking ideas within paragraphs or sections of information using words or phrases (e.g., <i>another, for example, also, because</i>); ○ using language or domain-specific vocabulary to inform about or explain the topic; or ○ provide a conclusion related to the information of explanation presented. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... ○ establishing a situation and introducing a narrator and/or characters; ○ using description to develop experiences and events or show the responses of characters to situations; ○ using transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases to convey experiences and events; and ○ providing a conclusion that follows from the narrated experiences or events; and • writes informative/explanatory texts to examine a topic and convey ideas and information by... ○ introducing a topic and including formatting (e.g., headings) and illustrations when useful to aiding comprehension; ○ developing the topic with facts, definitions, details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>); ○ using language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; ○ providing a conclusion that follows from the narrated experiences or events; and • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... ○ introducing a topic clearly, grouping related information in paragraphs and sections, and including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words, phrases, and clauses to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events; and • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... ○ introducing a topic clearly to provide a focus, grouping related information logically, and including text features such as heading, illustrations, and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented.

<p>3</p>	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, or events event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation or introducing a narrator and/or characters; ○ using description to develop experiences or events or show the responses of characters to situations; ○ using a transitional words or phrases to manage the sequence of events; ○ using concrete words or phrases to convey experiences or events; or ○ providing a conclusion that follows from the narrated experiences or events; or • write informative/explanatory texts to examine a topic or convey ideas or information by... <ul style="list-style-type: none"> ○ introducing a topic or including formatting (e.g., headings) or illustrations; ○ developing the topic with facts, definitions, details, text evidence, or other information or examples related to the topic; ○ linking ideas within paragraphs or sections of information using words or phrases (e.g., <i>another, for example, also, because</i>); ○ using language or domain-specific vocabulary to inform about or explain the topic; or ○ provide a conclusion related to the information of explanation presented; or • write opinion pieces on topics or texts, supporting a point of view with reasons or information by... <ul style="list-style-type: none"> ○ introducing a topic or text or stating an opinion; ○ providing reasons that are supported by facts from texts and/or other sources; ○ linking opinion or reasons using words or phrases (e.g., <i>for instance, in order to, in addition</i>); or ○ provide a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation and introducing a narrator and/or characters; ○ using description to develop experiences and events or show the responses of characters to situations; ○ using transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases to convey experiences and events; and ○ providing a conclusion that follows from the narrated experiences or events; • writes informative/explanatory texts to examine a topic and convey ideas and information by... <ul style="list-style-type: none"> ○ introducing a topic and including formatting (e.g., headings) and illustrations when useful to aiding comprehension; ○ developing the topic with facts, definitions, details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>); ○ using language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented; and • writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... <ul style="list-style-type: none"> ○ introducing a topic or text and stating an opinion; ○ providing reasons that are supported by facts from texts and/or other sources; ○ linking opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>); and ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events; • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... <ul style="list-style-type: none"> ○ introducing a topic clearly, grouping related information in paragraphs and sections, and including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented.; and • writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... <ul style="list-style-type: none"> ○ introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are grouped to support the writer's purpose; ○ providing reasons that are supported by facts from texts and/or other sources; ○ linking opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>); and ○ providing a conclusion related to the opinion presented. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words, phrases, and clauses to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events; • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... <ul style="list-style-type: none"> ○ introducing a topic clearly to provide a focus, grouping related information logically, and including text features such as heading, illustrations, and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented; and • writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... <ul style="list-style-type: none"> ○ introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are logically grouped to support the writer's purpose; ○ providing logically ordered reasons that are supported by facts and details from text(s) and quoting directly from text when appropriate; ○ linking opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>); and ○ providing a conclusion related to the opinion presented.
----------	--	--	--	---

Produces writing in which the development and organization are appropriate to purpose and audience

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely to: <ul style="list-style-type: none"> produce writing to develop events using techniques, details, or event sequences, examine a topic or convey ideas or information, or support a point of view with reasons; 	With support, student sometimes: <ul style="list-style-type: none"> produces writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas and information, and supports a point of view with reasons; determines text type for a specific task, purpose, and/or audience; and organizes text to task, purpose, and/or audience. 	Student consistently: <ul style="list-style-type: none"> produces clear and coherent writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas and information, and supports a point of view with reasons; determines appropriate text type for a specific task, purpose, and/or audience; and organizes text appropriately to task, purpose, and/or audience. 	Student consistently and independently: <ul style="list-style-type: none"> produces clear and coherent writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas and information, and supports a point of view with reasons and information; determines appropriate text type for a specific task, purpose, and/or audience; and organizes text appropriately to task, purpose, and/or audience.
2	<ul style="list-style-type: none"> determine text type for a specific task, purpose, or audience; or 			
3	<ul style="list-style-type: none"> organize text to task, purpose, or audience 			

Develops writing by planning, revising, and editing

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> generate ideas/topics for writing; plan for focus/meaning before drafting; consider the overall structure of the writing piece; 	With support, student sometimes: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before and during drafting; considers the overall structure of the writing piece; makes decisions about word choice; use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, and inner thinking); and edits pieces for spelling, grammar and punctuation. 	Student consistently: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before, during, and after drafting; considers the overall structure of the writing piece, making sure the structure matches genre and meaning; makes careful decisions about word choice; use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, and inner thinking); and edits pieces for spelling, grammar and punctuation. 	Student consistently and independently: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before, during, and after drafting; considers the overall structure of the writing piece, making sure the structure matches genre and meaning; makes careful decisions about word choice; use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, inner thinking, anecdotes, and statistics); and edits pieces for spelling, grammar and punctuation.
2	<ul style="list-style-type: none"> make decisions about word choice; use elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, or inner thinking); or 			
3	<ul style="list-style-type: none"> edit pieces for spelling, grammar and punctuation. 			

Conducts research to build knowledge about a topic

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> conduct short research projects that build knowledge through investigation of a topic; 	With support, student sometimes: <ul style="list-style-type: none"> conducts short research projects that build knowledge through investigation of a topic; recalls information from experiences or gathers information from sources, takes notes and categorizes information, and provides a list of sources; and draws evidence from literary or informational texts to support research. 	Student consistently: <ul style="list-style-type: none"> conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources, takes notes and categorizes information, and provides a list of sources; and draws evidence from literary or informational texts to support analysis, reflection, and research. 	Student consistently and independently: <ul style="list-style-type: none"> conducts short research projects that use several sources to build knowledge through investigation of different perspectives of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources, summarizes or paraphrases information in notes and finished work, and provides a list of sources; and draws evidence from literary or informational texts to support analysis, reflection, and research.
2	<ul style="list-style-type: none"> recall information from experiences or gather information from sources, take notes or categorize information, or provide a list of sources; or 			
3	<ul style="list-style-type: none"> draw evidence from literary or informational texts to support research. 			

Speaking and Listening

Engages in a range of collaborative discussions, building on others' ideas and expressing own clearly

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> engage in collaborative discussions (one-on-one, in groups, or teacher-led); draw on previously read text or material or other information known about the topic to explore ideas under discussion; 	With support, student sometimes: <ul style="list-style-type: none"> engages in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts; draws on previously read text or material and other information known about the topic to explore ideas under discussion; 	Student consistently: <ul style="list-style-type: none"> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts, building on others' ideas and expressing their own clearly; 	Student consistently and independently: <ul style="list-style-type: none"> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about above-grade-level topics and texts, building on others' ideas and expressing their own clearly;
2	<ul style="list-style-type: none"> follow agreed-upon rules for discussions or carry out assigned roles; pose questions to clarify or follow up on information; or review ideas expressed or explain their own ideas in light of the discussion. 	<ul style="list-style-type: none"> follows agreed-upon rules for discussions and carries out assigned roles; poses questions to clarify or follow up on information; and reviews ideas expressed and explains their own ideas in light of the discussion. 	<ul style="list-style-type: none"> explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion; follows agreed-upon rules for discussions and carries out assigned roles; poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to the remarks of others; and reviews key ideas expressed and explains their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion; follows agreed-upon rules for discussions and carries out assigned roles; poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others; and reviews key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.
3				

Paraphrases text read aloud/information presented

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> paraphrase portions of a text read aloud or information presented; or identify the reasons a speaker provides to support particular points. 	With support, student sometimes: <ul style="list-style-type: none"> paraphrases portions of a text read aloud or information presented; and identifies the reasons a speaker provides to support particular points. 	Student consistently: <ul style="list-style-type: none"> paraphrases portions of a text read aloud or information presented in diverse media and formats; and identifies the reasons and evidence a speaker provides to support particular points. 	Student consistently and independently: <ul style="list-style-type: none"> summarizes a written text read aloud or information presented in diverse media and formats; and summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.
2				
3				

Presents information with appropriate facts and relevant details to support main ideas or themes

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> report on a topic or text, tell a story, or recount an experience using facts or details or speak at an understandable pace; or add audio recordings or visual displays to presentations. 	With support, student sometimes: <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience using facts and details to support main ideas or themes and speaks at an understandable pace; and adds audio recordings and visual displays to presentations to enhance main ideas or themes. 	Student consistently: <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience using appropriate facts and relevant, descriptive details to support main ideas or themes and speaks clearly at an understandable pace; and adds audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 	Student consistently and independently: <ul style="list-style-type: none"> reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes and speaks clearly at an understandable pace; and includes multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
2				
3				

Language

Demonstrates a command of the conventions of grammar and usage

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use relative pronouns (who, whose, whom, which, that) or relative adverbs (where, when, why); form or use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; 	With support, student sometimes: <ul style="list-style-type: none"> uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why); forms and uses the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; 	Student consistently: <ul style="list-style-type: none"> uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why); forms and uses the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses; 	Student consistently and independently: <ul style="list-style-type: none"> explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;
2	<ul style="list-style-type: none"> use modal auxiliaries (e.g., can, may, must) to convey various conditions; order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); 	<ul style="list-style-type: none"> uses modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); 	<ul style="list-style-type: none"> uses modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); 	<ul style="list-style-type: none"> uses verb tense to convey various times, sequences, states, and conditions; recognizes and corrects inappropriate shifts in verb tense; and
3	<ul style="list-style-type: none"> form or use prepositional phrases; produce complete sentences; or use frequently confused words (e.g., to, too, two; there, their). 	<ul style="list-style-type: none"> forms and uses prepositional phrases; produces complete sentences; and uses frequently confused words (e.g., to, too, two; there, their). 	<ul style="list-style-type: none"> forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; and correctly uses frequently confused words (e.g., to, too, two; there, their). 	<ul style="list-style-type: none"> uses correlative conjunctions (e.g., either/or, neither/nor).

Demonstrates a command of the conventions of capitalization, punctuation, and spelling

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use correct capitalization; use commas or quotation marks to mark direct speech or quotations from a text; 	With support, student sometimes: <ul style="list-style-type: none"> uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; 	Student consistently: <ul style="list-style-type: none"> uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; 	Student consistently and independently: <ul style="list-style-type: none"> uses punctuation to separate items in a series;
2	<ul style="list-style-type: none"> use commas before a coordinating conjunction in a compound sentence; or spell grade-level words correctly. 	<ul style="list-style-type: none"> uses commas before a coordinating conjunction in a compound sentence; and spells grade-level words correctly, consulting references as needed. 	<ul style="list-style-type: none"> uses commas before a coordinating conjunction in a compound sentence; and spells grade-level words correctly, consulting references as needed. 	<ul style="list-style-type: none"> uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>);
3				<ul style="list-style-type: none"> uses underlining, quotation marks, or italics to indicate titles of works; and spells grade-appropriate words correctly, consulting references as needed.

Acquires and uses grade-appropriate vocabulary

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> determine the meaning of unknown or multiple-meaning words or phrases based on grade-level reading or content; use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; use common, grade-appropriate Greek or Latin affixes or roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); consults reference materials (e.g., dictionaries, glossaries, thesauruses) to determine the meaning of key words and phrases; demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; and demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>Student consistently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies; uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarifies the precise meaning of key words and phrases; demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; and demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content, choosing flexibly from a range of strategies; uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarifies the precise meaning of key words and phrases; demonstrates understanding of figurative language, word relationships, and nuances in word meanings; interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; and uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
2	<ul style="list-style-type: none"> consult reference materials (e.g., dictionaries, glossaries, thesauruses) to determine the meaning of key words or phrases; demonstrate understanding of figurative language, word relationships, or nuances in word meanings; explain the meaning of simple similes or metaphors (e.g., <i>as pretty as a picture</i>) in context; recognize the meaning of common idioms, adages, or proverbs; or demonstrate understanding of words by relating them to their opposites (antonyms) or to words with similar but not identical meanings (synonyms). 			
3				

MATHEMATICS

Uses the four operations to solve problems

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> identify a number story as additive; or make sense of addition or subtraction one-step number stories. 	With support, student sometimes: <ul style="list-style-type: none"> recognizes comparison situations that are multiplicative; identifies a number story as additive and explain how they know; and makes sense of addition and subtraction one-step number stories and estimates to generate a reasonable answer to a problem before solving. 	Student consistently: <ul style="list-style-type: none"> recognizes comparison situations that are multiplicative; identifies a number story as additive or multiplicative and explain how they know; and makes sense of addition and subtraction multi-step number stories and estimates to generate a reasonable answer to a problem before solving. 	Student consistently and independently: <ul style="list-style-type: none"> interprets and solves multiplicative comparison number stories using multiplication; solves and articulates a plan for solving addition, subtraction, and multiplication multi-step number stories; and assesses the reasonableness of their answers by comparing them to an estimate.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> recognize comparison situations that are multiplicative; identify a number story as additive or explain how they know; or make sense of addition or subtraction one-step number stories or estimate to generate a reasonable answer to a problem before solving. 	With support, student sometimes: <ul style="list-style-type: none"> recognizes comparison situations that are multiplicative; identifies a number story as additive or multiplicative and explain how they know; and makes sense of addition and subtraction multi-step number stories and estimates to generate a reasonable answer to a problem before solving. 	Student consistently: <ul style="list-style-type: none"> interprets and solves multiplicative comparison number stories using multiplication; solves and articulates a plan for solving addition, subtraction, and multiplication multi-step number stories; and assesses the reasonableness of their answers by comparing them to an estimate. 	Student consistently and independently: <ul style="list-style-type: none"> solves and articulates a plan for solving addition, subtraction, multiplication, and division whole number multi-step number stories including interpreting remainders; writes equations with a symbol for the unknown; and assesses the reasonableness of their answers by comparing them to an estimate.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> recognize comparison situations that are multiplicative; identify a number story as additive or multiplicative or explain how they know; or make sense of addition or subtraction multi-step number stories or estimate to generate a reasonable answer to a problem before solving. 	With support, student sometimes: <ul style="list-style-type: none"> interprets and solves multiplicative comparison number stories using multiplication; solves and articulates a plan for solving addition, subtraction, and multiplication multi-step number stories; and assesses the reasonableness of their answers by comparing them to an estimate. 	Student consistently: <ul style="list-style-type: none"> solves and articulates a plan for solving addition, subtraction, multiplication, and division whole number multi-step number stories including interpreting remainders; writes equations with a symbol for the unknown; and assesses the reasonableness of their answers by comparing them to an estimate. 	Student consistently and independently creates whole number multi-step number stories when given equation.

Gains familiarity with factors and multiples

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> identify multiplies and factor pairs; or identify prime or composite numbers. 	With support, student sometimes: <ul style="list-style-type: none"> identifies one factor pair of composite numbers less than 40; writes multiples of a one digit number using repeated addition; and identifies prime and composite numbers less than 20. 	Student consistently: <ul style="list-style-type: none"> identifies more than one factor pair of composite numbers less than 40; writes multiples of a one digit number; and identifies prime and composite numbers less than 40. 	Student consistently and independently: <ul style="list-style-type: none"> identifies all factor pairs for composite numbers between 1-100; determines whether a whole number in the range 1-100 is a multiple of a one-digit number; and identifies prime and composite numbers less than 100.
2				
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> identify one factor pair of composite numbers less than 40; write multiples of a one digit number using repeated addition; or identify prime or composite numbers less than 20. 	With support, student sometimes: <ul style="list-style-type: none"> identifies more than one factor pair of composite numbers less than 40; writes multiples of a one digit number; and identifies prime and composite numbers less than 40. 	Student consistently: <ul style="list-style-type: none"> identifies all factor pairs for composite numbers between 1-100; determines whether a whole number in the range 1-100 is a multiple of a one-digit number; and identifies prime and composite numbers less than 100. 	Student consistently and independently: <ul style="list-style-type: none"> identifies factor pairs for composite numbers above 100; determines whether a whole number above 100 is a multiple of a one-digit number; and identifies prime and composite numbers more than 100.

Generates and analyzes patterns

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to generate a number pattern that follows a rule using math tools.	With support, student sometimes: <ul style="list-style-type: none"> continues or describes number patterns; generates a number or shape pattern that follows a rule; and requires visual models to recognize patterns. 	Student consistently: <ul style="list-style-type: none"> continues and describes number patterns; and generates a number or shape pattern that follows a rule. 	Student consistently and independently identifies and explains an apparent feature of the pattern that were not explicit in the rule itself.
2				
3				

Generalizes place value understanding for multi-digit whole numbers

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> recognize the relationship between place values that are 10 times as large as another place for numbers up to 100; round numbers*; read or identify places in numbers*; read or write number names*; read or write numbers in expanded form *; or compare or order multi-digit whole numbers or records comparisons using greater than, less than, or equal*. <i>*through hundreds</i>	With support, student sometimes: <ul style="list-style-type: none"> recognizes the relationship between place values that are 10 times as large as another place for numbers up to 1,000, using visual models; rounds numbers*; reads and identifies places in numbers*; reads and writes number names*; reads and writes numbers in expanded form *; and compares and orders multi-digit whole numbers and records comparisons using greater than, less than, or equal and explains*. <i>*through thousands</i>	Student consistently: <ul style="list-style-type: none"> recognizes the relationship between place values that are 10 times as large as another place for numbers up to 1,000; rounds numbers*; reads and identifies places in numbers*; reads and writes number names*; reads and writes numbers in expanded form *; and compares and orders multi-digit whole numbers and records comparisons using greater than, less than, or equal and explains*. <i>*through hundred thousands</i>	Student consistently and independently: <ul style="list-style-type: none"> rounds numbers*; reads and identifies places in numbers*; reads and writes number names*; reads and writes numbers in expanded form*; and compares and orders multi-digit whole numbers and records comparisons using greater than, less than, or equal and explain*. <i>*beyond hundred thousands</i>
2				
3				

Generalizes place value understanding and properties of operations to perform multi-digit arithmetic

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to solve addition or subtraction without regrouping problems.	With support, student sometimes solves 4-digit addition and subtraction problems using a different algorithm.	Student consistently: <ul style="list-style-type: none"> • Uses the US traditional addition and subtraction algorithms to solve 4 digit problems Uses fact extension to multiply by a multiple of 10	Student consistently and independently: <ul style="list-style-type: none"> • uses and explains the US traditional algorithms to add and subtract multi-digit whole numbers; • assesses the reasonableness of their answers by comparing them to an estimate; and • multiplies 2-digit by 1-digit whole numbers.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • solve 4-digit addition or subtraction problems using a different algorithm; or • use strategies to solve basic multiplication facts. 	With support, student sometimes: <ul style="list-style-type: none"> • uses the US traditional addition and subtraction algorithms to solve 4-digit problems; • makes estimates for addition and subtraction problems; and • multiplies 2-digit by 1-digit whole numbers but requires a multiplication chart for basic facts. 	Student consistently: <ul style="list-style-type: none"> • uses and explains the US traditional algorithms to add and subtract multi-digit whole numbers; • assesses the reasonableness of their answers by comparing them to an estimate; and • multiplies 2-digit by 1-digit whole numbers. 	Student consistently and independently: <ul style="list-style-type: none"> • multiplies multi-digit whole numbers (up to 3-digit by 3-digit numbers); • illustrates strategy(s) and explains multiplication by a 1-digit number and a 2-digit by 2-digit number; and • divides a 3-digit number by a 1-digit number and illustrates and explains thinking.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • multiply multi-digit whole numbers (up to 3 digit by 1 digit numbers) with multiplication chart for basic facts; or • divide a 2-digit number by a 1-digit number using the relationship between multiplication and division. 	With support, student sometimes: <ul style="list-style-type: none"> • multiplies multi-digit whole numbers (up to 3-digit by 2-digit numbers) but requires multiplication chart for basic facts; • divides a 2-digit number by a 1-digit number and illustrates and explains thinking; and • makes estimate for multiplication and division problems. 	Student consistently: <ul style="list-style-type: none"> • multiplies multi-digit whole numbers (up to 3-digit by 3-digit numbers); • illustrates strategy(s) and explains multiplication by a 1-digit number and a 2-digit by 2-digit number; • divides a 3-digit number by a 1-digit number and illustrates and explains thinking; and • assesses the reasonableness of their answers by comparing them to an estimate. 	Student consistently and independently: <ul style="list-style-type: none"> • multiplies multi-digit whole numbers (beyond 3-digit by 3-digit numbers); and • divides multi-digit numbers with two-digit divisor and illustrates and explains thinking.

Extends understanding of fraction equivalence

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	<p>With prompting and support, student is unable or rarely able to show fractions when given physical manipulatives.</p>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • shows two fractions using a model but cannot yet determine equivalency; and • compares two fractions using a model ignoring size of wholes. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • recognizes two equivalent fractions through 12ths using a model; and • recognizes that fraction comparisons require same-size wholes using a model and compares two fractions using a model. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • explains why a fraction is equivalent to another fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; • uses this principle to recognize and generate equivalent fractions; • compares two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$; and • recognizes that comparisons are valid only when the two fractions refer to the same whole, records the results of comparisons with symbols $>$, $=$, or $<$, and justifies the conclusions, e.g., by using a visual fraction model.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • show two fractions using a model and cannot yet determine equivalency; • use visual models to compare two fractions with different numerators or different denominators; or • compare two fractions using a model ignoring size of wholes. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • recognizes two equivalent fractions through 12ths using a model; • compares two fractions with same numerators or same denominators by reasoning about their size; and • recognizes that fraction comparisons require same-size wholes using a model, compares two fractions using a model, and records the results of comparisons with symbols $>$, $=$, or $<$. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • explains why a fraction is equivalent to another fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; • uses this principle to recognize and generate equivalent fractions; • compares two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$; and • recognizes that comparisons are valid only when the two fractions refer to the same whole, records the results of comparisons with symbols $>$, $=$, or $<$, and justifies the conclusions, e.g., by using a visual fraction model. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • explains why a fraction is equivalent to another fraction in multiple ways; • uses this principle to recognize and generates equivalent fractions in multiple ways and can explain why the pattern works; and • compares and orders more than two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.

Builds fractions from unit fractions by applying understandings of operations on whole numbers

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> add fractions using manipulatives in isolation; or decompose fractions using a visual fraction model. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> adds fractions using manipulatives and subtracts fractions with no regrouping using manipulatives in isolation; decomposes fractions and represents decompositions with an equation using a visual fraction model; and adds mixed numbers with no regrouping using manipulatives and visual fraction models. 	<p>Student consistently:</p> <ul style="list-style-type: none"> Adds fractions using manipulatives and subtracts fractions with no regrouping using manipulatives (in isolation and in number stories) Decomposes fractions, represents decompositions with an equation and explains decompositions using a visual fraction model <p>Adds mixed numbers and subtracts mixed numbers with no regrouping using manipulatives and visual fraction models</p>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> adds and subtracts mixed numbers; adds and subtracts fractions in number stories; and skip counts by unit fractions and identifies the relationship between mixed numbers and improper fractions.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> add fractions using manipulatives or subtract fractions with no regrouping using manipulatives in isolation; add mixed numbers with no regrouping using manipulatives or visual fraction models; or use repeated addition to solve multiplication of fraction or whole numbers in isolation. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> adds fractions using manipulatives and subtracts fractions with no regrouping using manipulatives (in isolation and in number stories); adds mixed numbers and subtracts mixed numbers with no regrouping using manipulatives and visual fraction models; and uses repeated addition to solve multiplication of fractions and whole-number number stories and uses equations to represent the problem. 	<p>Student consistently:</p> <ul style="list-style-type: none"> adds and subtracts mixed numbers; adds and subtracts fractions in number stories; multiplies a fraction by a whole number in number stories using visual models and equations to represent the problem; and finds a multiple of any unit fraction. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> multiplies a fraction by a fraction and/or mixed number by a fraction in number stories using visual models and equations to represent the problem; and finds a multiple of any fraction.

Understands decimal notation for fractions and compares decimal fractions

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> add two fractions with denominators 10 or 100 using a model when the denominators are the same; think of decimals and fractions as related; or compare decimals with tenths. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> adds two fractions with denominators 10 and 100 using a model when the denominators are the same but computational errors; translates between decimal notation and fractions with denominators 10 and 100 with a model; represents decimals to hundredths using a model; translates between decimal notation and fractions with denominators 10 or 100 using a model; and compares decimals when decimals have same number of digits using a model and records the results using a <, >, or =. 	<p>Student consistently:</p> <ul style="list-style-type: none"> adds two fractions with denominators 10 and 100 using a model; translates between decimal notation and fractions with denominators 10 and 100 without a model; represents decimals to hundredths with base ten numerals; translates between decimal notation and fractions with denominators 10 or 100; and compares decimals using a model and records the results using a <, >, or =. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> adds two or more fractions with denominators 10, 100 or 1000; and uses decimal notation for fractions with denominators 10, 100 or more.
3				

Solves problems involving measurement and conversion of measurements

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> explain the relationships or converts between yards, feet, or inches; or find the perimeter using a strategy. 	With support, student sometimes: <ul style="list-style-type: none"> explains the relationships and converts between yards, feet, and inches; and finds the perimeter using a strategy. 	Student consistently: <ul style="list-style-type: none"> explains the relationships and converts between yards, feet, and inches; and finds the perimeter using a strategy. 	Student consistently and independently: <ul style="list-style-type: none"> solves number stories involving customary units of length, units of time, money, and metric units of length, capacity, and mass; uses a formula to find the perimeters and areas of rectangles; and converts between meters, centimeters and millimeters in a 2 column table.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> solve number stories involving customary units of length, units of time, money, or metric units of length, capacity, or mass; use a formula to find the perimeters or areas of rectangles; or convert between meters, centimeters or millimeters in a 2 column table. 	With support, student sometimes: <ul style="list-style-type: none"> solves number stories involving customary units of length, units of time, money, and metric units of length, capacity, and mass; uses a formula to find the perimeters and areas of rectangles; and converts between meters, centimeters and millimeters in a 2 column table. 	Student consistently: <ul style="list-style-type: none"> solves number stories involving customary units of length, units of time, money, and metric units of length, capacity, and mass; uses a formula to find the perimeters and areas of rectangles; and converts between meters, centimeters and millimeters in a 2 column table. 	Student consistently and independently: <ul style="list-style-type: none"> uses the four operations to solve number stories involving whole numbers of measured quantities; and expresses conversions of units of capacity in a 2 column table.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use the four operations to solve number stories involving whole numbers of measured quantities; or express conversions of units of capacity in a 2 column table. 	With support, student sometimes: <ul style="list-style-type: none"> uses the four operations to solve number stories involving whole numbers of measured quantities; and expresses conversions of units of capacity in a 2 column table. 	Student consistently: <ul style="list-style-type: none"> uses the four operations to solve number stories involving whole numbers of measured quantities; and expresses conversions of units of capacity in a 2 column table. 	Student consistently and independently: <ul style="list-style-type: none"> uses the four operations to solve number stories involving whole numbers of measured quantities; and expresses conversions of units of capacity in a 2 column table.

Represents and interprets data

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is unable or rarely able to organize or represent data in $\frac{1}{2}$ units on line plots.	With support, student sometimes organizes and represents data in $\frac{1}{2}$ units on line plots and solves addition and subtraction problems about line plot data in $\frac{1}{2}$ and $\frac{1}{4}$ units.	Student consistently organizes and represents data in $\frac{1}{2}$ and $\frac{1}{4}$ units on line plots and solves addition and subtraction problems about line plot data in $\frac{1}{2}$ and $\frac{1}{4}$ units.	Student consistently and independently: <ul style="list-style-type: none"> organizes and represents data in units up to $\frac{1}{4}$ on line plots; and solves addition and subtraction problems about line plot data in $\frac{1}{8}$ units.
3	With prompting and support, student is unable or rarely able to organize or represent data in $\frac{1}{2}$ units on line plots or solve addition or subtraction problems about line plot data in $\frac{1}{2}$ and $\frac{1}{4}$ units.	With support, student sometimes organizes and represents data in $\frac{1}{2}$ and $\frac{1}{4}$ units on line plots and solves addition and subtraction problems about line plot data in $\frac{1}{2}$ and $\frac{1}{4}$ units.	Student consistently: <ul style="list-style-type: none"> organizes and represents data in $\frac{1}{8}$ units on line plots; and solves addition and subtraction problems about line plot data in $\frac{1}{8}$ units. 	Student consistently and independently: <ul style="list-style-type: none"> organizes and represents data in any size units on line plots; and solves addition and subtraction problems about line plot data in any units.

Understands concepts of angle and measured angles

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is unable or rarely able to identify benchmark rotations such as full turns or recognize the degree is the standard unit of measure for angles.	With support, student sometimes: <ul style="list-style-type: none"> identifies benchmark rotations, such as $\frac{1}{2}$ and full turns, and recognizes the degree is the standard unit of measure for angles; and recognizes that angles are measured in one degree units with a maximum of 360 degrees. 	Student consistently: <ul style="list-style-type: none"> identifies benchmark rotations such as $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns, and recognizes the degree is the standard unit of measure for angles; and recognizes that angles are measured in one degree units with a maximum of 360 degrees. 	Student consistently and independently: <ul style="list-style-type: none"> solves addition and subtraction problems to find unknown angle measures on a diagram in real world and mathematical problems; correctly identifies the type of angle and obtains measurements within the correct range: less than or greater than 90 degrees; and measures angles in whole-number degrees using a protractor.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> solve addition to find unknown angle measures in mathematical problems; or correctly identify right angles or straight lines. 	With support, student sometimes: <ul style="list-style-type: none"> solves addition problems to find unknown angle measures on a diagram in real world and mathematical problems; correctly identifies right angles and straight lines and obtains measurements within the correct range: less than or greater than 90 degrees; and attempts to measure angles in whole-number degrees using a protractor but misuses tool. 	Student consistently: <ul style="list-style-type: none"> solves addition and subtraction problems to find unknown angle measures on a diagram in real world and mathematical problems; correctly identifies the type of angle and obtains measurements within the correct range: less than or greater than 90 degrees; and measures angles in whole-number degrees using a protractor. 	Student consistently and independently: <ul style="list-style-type: none"> solves addition and subtraction problems to find unknown angle measures including reflex angles on a diagram in real word and mathematical problems; and correctly identifies the type of angle and obtains measurements within the correct range: less than or greater than 90 degrees or reflex angles.

Draws and identifies lines and angles and classifies shapes by properties of their lines and angles

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to:			
2	<ul style="list-style-type: none"> draw or label a few of the following: points, lines, line segments, perpendicular or parallel lines, right/acute/obtuse angles, or rays; or identify properties of 2-dimensional figures. 	With support, student sometimes: <ul style="list-style-type: none"> draws and labels some, but not all, of the following: points, lines, line segments, perpendicular and parallel lines, right/acute/obtuse angles, and rays and identifies them in 2-dimensional figures; and sorts 2-dimensional figures based on the properties of their lines and angles. 	Student consistently: <ul style="list-style-type: none"> draws and labels points, lines, line segments, perpendicular and parallel lines, right/acute/obtuse angles, and rays and identifies them in 2-dimensional figures; classifies 2-dimensional figures based on the properties of their lines and angles; and identifies at least one line of symmetry in two dimensional symmetric figures. 	Student consistently and independently: <ul style="list-style-type: none"> draws and labels points, lines, line segments, perpendicular and parallel lines, right/acute/obtuse angles, and rays and identifies them in 2-dimensional and 3-dimensional figures; classifies 2-dimensional and 3-dimensional figures based on the properties of their lines and angles; and identifies all lines of symmetry in two dimensional symmetric figures.
3				