

Grading Benchmarks – FOURTH GRADE

READING

1) Reads at grade level.

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

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

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

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> ● Student applies few comprehension strategies before, during, and after reading. ● Student often does not recognize when meaning has been disrupted. ● Student displays little relevant thinking through discussion, notes, and writing about ideas in text. 	<ul style="list-style-type: none"> ● Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted. ● Student displays some relevant thinking about ideas through discussion, notes, and writing. ● Responses demonstrate a partial understanding of texts. 	<ul style="list-style-type: none"> ● Student applies comprehension strategies before, during, and after reading of grade-level texts. ● Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. ● Discussion, notes, and writing reveal relevant thinking and understanding of texts. 	<ul style="list-style-type: none"> ● Student applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts. ● Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing. ● Student recognizes when meaning is disrupted and applies multiple fix-up strategies.

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

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

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> ● Student demonstrates little or no understanding of nonfiction texts. ● Student demonstrates a weak understanding of fictional texts. ● Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. ● Student does not apply target grade-level comprehension skills. ● Student asks and answers a few literal questions. ● Literal retelling and responses from Level N texts or below. 	<ul style="list-style-type: none"> ● Student demonstrates a partial literal understanding of nonfiction texts. ● Student demonstrates a partial understanding of fictional texts. ● Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. ● Student identifies and minimally describes some story elements. ● Student inconsistently uses text features and applies skill. ● Student asks and answers some literal questions. ● Literal retelling and responses from Level O or P texts. 	<ul style="list-style-type: none"> ● Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. ● Retelling and responses identify relevant ideas and details stated in the text. ● Student uses text features and applies target grade-level skills. ● Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text. ● Student identifies the genres of stories read. ● Student cites specific support to assist in interpretation of text. ● Literal retelling and responses from Level Q texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> ● Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts. ● Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. ● Student describes, compares, and explains story structure, elements, and how they change across the text. ● Student analyzes text features and applies above-grade-level skills. ● Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts. ● Student cites specific support to assist in interpretation of text. ● Literal retelling and responses from Level R or above texts.
2nd	<ul style="list-style-type: none"> ● Student demonstrates little or no understanding of nonfiction texts. 	<ul style="list-style-type: none"> ● Student demonstrates a partial literal understanding of nonfiction texts. 	<ul style="list-style-type: none"> ● Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> ● Student demonstrates a thorough literal understanding of nonfiction and fictional texts.

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<ul style="list-style-type: none"> • Student demonstrates a weak understanding of fictional texts. • Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. • Student does not apply target grade-level comprehension skills. • Student asks and answers a few literal questions. • Literal retelling and responses from Level P texts or below. 	<ul style="list-style-type: none"> • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some literal questions. • Literal retelling and responses from Level Q texts. 	<ul style="list-style-type: none"> • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies target grade-level skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text. • Student identifies the genres of stories read. • Literal retelling and responses from Level R texts. • Student cites specific support to assist in interpretation of text. 	<ul style="list-style-type: none"> • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies above-grade-level skills. • Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts. • Student cites specific support to assist in interpretation of text. • Literal retelling and responses from Level S or above texts.
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Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).				
⇒ Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.				
Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of below-grade-level texts. • Student makes few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of below-grade-level texts. • Student finds some text-based clues. • Student explains a few implied ideas. 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of grade-level texts. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. 	In above-grade-level texts: <ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially

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

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

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

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

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> Student demonstrates fluent reading. Student reads accurately. Student uses phrases to read longer sentences. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates fluent reading of above-level text. Reading is fluid and accurate. Student attends to and uses phrasing to read longer and more complex sentences. Student attends to internal and ending punctuation. Expression supports understanding.

6) Demonstrates stamina during independent reading.

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

7) Written responses include supportive evidence from the text.

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

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WRITING

1) Writes with organization, focus, and clarity.

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

2) Elaborates by using details and descriptions.

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

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		<ul style="list-style-type: none"> • Expression and style may be partially appropriate to the genre. 	<ul style="list-style-type: none"> • Student’s writing maintains consistency in style and tone, as taught in units of study. 	<ul style="list-style-type: none"> • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.
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3) Uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing ability.

Trimester	1	2	3	4
ALL	Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills taught in units of study.	<ul style="list-style-type: none"> • Student uses Writer’s Notebook, and applies mini-lessons and conferences as tools to collect and expand on sophisticated ideas. • Student consistently applies writing skills taught in units of study, independently.

4) Demonstrates stamina in independent writing.

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

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5) Applies grade-appropriate mechanics and grammar.

Trimester	1	2	3	4
1st	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (simple, compound, and complex sentences). ● Commas before conjunctions in compound sentences. ● Capitalization (proper nouns/adjectives, official titles, family members). ● Pronoun usage (relative pronouns). ● Quotation marks (dialogue). ● Order adjectives within sentences according to conventional patterns. ● Form and use prepositional phrases. 	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (simple, compound, and complex sentences). ● Commas before conjunctions in compound sentences. ● Capitalization (proper nouns/adjectives, official titles, family members). ● Pronoun usage (relative pronouns). ● Quotation marks (dialogue). ● Order adjectives within sentences according to conventional patterns. ● Form and use prepositional phrases. 	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons). ● Commas before conjunctions in compound sentences. ● Capitalization (proper nouns/adjectives, official titles, family members). ● Pronoun usage (relative pronouns). ● Quotation marks (dialogue). ● Order adjectives within sentences according to conventional patterns. ● Form and use prepositional phrases. 	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently.</p>
2nd	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). ● New paragraphs (dialogue, setting, separate topics, topic changes). ● Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). 	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). ● New paragraphs (dialogue, setting, separate topics, topic changes). ● Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). 	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> ● Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases). ● New paragraphs (dialogue, setting, separate topics, topic changes). ● Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote). ● Quotation marks (quotes from text). 	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently.</p>

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<ul style="list-style-type: none"> • Quotation marks (quotes from text). • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice. 	<ul style="list-style-type: none"> • Quotation marks (quotes from text). • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice. 	<ul style="list-style-type: none"> • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice. 	
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6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses reference materials as needed to support correct spelling in written work. • Student rarely applies patterns and generalizations to spell words correctly. • Student rarely uses the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student is beginning to use reference materials as needed to support correct spelling in written work. • Student is beginning to apply patterns and generalizations to spell words correctly. • Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student uses reference materials as needed to support correct spelling in written work. • Student applies patterns and generalizations to spell words correctly. • Student uses the word wall as a tool to apply correct spelling to his/her work. 	Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.

7) Applies writing skills across the curriculum.

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

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8) Shows evidence of revision.

Trimester	1	2	3	4
ALL	Student rarely rereads or revises writing.	<ul style="list-style-type: none"> ● Student sometimes rereads and revises part of writing. ● Student may add or delete a few words to support meaning of part of writing. ● Student requires teacher and/or support. 	<ul style="list-style-type: none"> ● Student rereads whole text and parts of text for revision. ● Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization. ● Student moves sentences to support organization, as taught in teacher-modeled lesson. 	<ul style="list-style-type: none"> ● Student rereads and revises whole text and parts of text periodically during and after drafting. ● Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization. ● Student independently explains how revision improves writing.

9) Applies handwriting skills to write legibly.

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

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MATHEMATICS

1) Understands and applies mathematical concepts.

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

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	<p>to 100 are prime or composite</p> <ul style="list-style-type: none"> Student is unable or rarely able to identify factors of numbers up to 100 and recognizes multiples of 1-digit numbers <p><u>Representing Data</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to describe, summarize, and compare data Student is unable or rarely able to interpret and generate measurement data from surveys and line plots 	<p>and recognizes multiples of 1-digit numbers</p> <p><u>Representing Data</u></p> <ul style="list-style-type: none"> Student can sometimes describe, summarize, and compare data Student can sometimes interpret and generate measurement data from surveys and line plots 	<p><u>Representing Data</u></p> <ul style="list-style-type: none"> Student can describe, summarize, and compare data Student can interpret and generate measurement data from surveys and line plots 	<p><u>Representing Data</u></p> <p>Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</p>
2nd	<p><u>Multiplication:</u> Student is unable or rarely able to multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student is unable or rarely able to solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student is unable or rarely able to multiply a number by a multiple of 10.</p>	<p><u>Multiplication:</u> Student can sometimes multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student can sometimes solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student can sometimes multiply a number by a multiple of 10.</p>	<p><u>Multiplication:</u> Student consistently demonstrates how to multiply a 2-digit number by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Student consistently demonstrates how to solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.</p> <p><u>Multiples of 10:</u> Student consistently demonstrates how to multiply a number by a multiple of 10.</p>	<p><u>Multiplication:</u> Multiply a 2-digit number by 1-digit and 2-digit numbers, using a variety of strategies that involve breaking the numbers apart.</p> <p><u>Division:</u> Consistently solve division problems (2-digit and 3-digit numbers divided by 1-digit numbers), including some that result in a remainder, using a variety of strategies.</p> <p><u>Multiples of 10:</u> Consistently multiply a number by a multiple of 10 with consistent accuracy and with consistent</p>

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<p><u>Measurement Conversion:</u> Student is unable or rarely able to convert linear measurements from a larger unit to a smaller unit.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to determine the perimeter and area of rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student is unable or rarely able to draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> ● Student is unable or rarely able to add or subtract angles to determine the size of angles. ● Student is unable or rarely able to use a protractor to sometimes accurately measure angles and sketch angles of specific sizes. <p><u>Symmetry:</u> Student is unable or rarely able to identify lines of symmetry in</p>	<p><u>Measurement Conversion:</u> Student can sometimes convert linear measurements from a larger unit to a smaller unit.</p> <p><u>Perimeter and Area:</u> Student can sometimes determine the perimeter and area of rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student can sometimes draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> ● Student can sometimes add or subtract angles to determine the size of angles. ● Student can use a protractor to sometimes measure angles and sketch angles of specific sizes. <p><u>Symmetry:</u> Student can sometimes identify lines of symmetry in polygons.</p>	<p><u>Measurement Conversion:</u> Student consistently demonstrates how to convert linear measurements from a larger unit to a smaller unit.</p> <p><u>Perimeter and Area:</u> Student consistently demonstrates how to determine the perimeter and area of rectangles, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Student consistently demonstrates how to draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> ● Student consistently demonstrates how to add or subtract angles to determine the size of angles. ● Student consistently demonstrates how to use a protractor to measure angles and sketch angles of specific sizes. <p><u>Symmetry:</u> Student consistently identifies multiple lines of symmetry in</p>	<p>automaticity.</p> <p><u>Measurement Conversion:</u> Consistently converts linear measurements from a larger unit to a smaller unit using mental math.</p> <p><u>Perimeter and Area:</u> Consistently determines the perimeter and area of irregular figures that may contain multiple polygons and missing dimensions, including using generalizable methods.</p> <p><u>Lines and Polygons:</u> Independently draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles.</p> <p><u>Angles:</u></p> <ul style="list-style-type: none"> ● Uses multiple strategies to add or subtract angles to determine the size of angles. ● Use a protractor to accurately measure angles and independently sketch angles of specific sizes. <p><u>Symmetry:</u> Consistently identifies multiple</p>
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Grading Benchmarks – FOURTH GRADE

polygons.	<p><u>Rounding through Millions:</u> Student is unable or rarely able to read, write, and compare numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student is unable or rarely able to demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Rounding through Millions:</u> Student sometimes reads, writes, and compares numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student sometimes demonstrates how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p>polygons.</p> <p><u>Rounding through Millions:</u> Student consistently reads, writes, and compares numbers up to 1,000,000 and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student consistently demonstrates how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p>lines of symmetry in polygons and uses that to create new, more complicated, symmetrical figures.</p> <p><u>Rounding through Millions:</u> Student consistently reads, writes, and compares numbers beyond the millions place and round them to any place.</p> <p><u>Addition and Subtraction:</u> Student uses multiple strategies consistently and accurately demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>
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2) Demonstrates understanding of math facts.

Trimester	1	2	3	4
1st	Student is unable or rarely able to recall multiplication facts up to 10.	Student can sometimes recall multiplication facts up to 10.	Student can consistently recall multiplication facts up to 10.	Student is able to apply and extend content knowledge independently.
2nd	Student is unable or rarely able to recall multiplication and division facts with 1 through 12.	Student can sometimes recall multiplication and division facts with 1 through 12.	Student can consistently recall multiplication and division facts with 1 through 12.	Student is able to apply and extend content knowledge independently.

3) Understands and solves word problems accurately.

Grading Benchmarks – FOURTH GRADE

Trimester	1	2	3	4
1st	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to demonstrate how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to show understanding of the meaning and structure of division. 	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student partially demonstrates how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student has partial understanding of the meaning and structure of division. 	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student consistently demonstrates how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student consistently understands the meaning and structure of division. 	<p>Student applies content knowledge independently to life experiences.</p> <ul style="list-style-type: none"> Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.
2nd	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to demonstrate how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student is unable or rarely able to show understanding of the meaning and structure of division. <p><u>Addition and Subtraction:</u> Student is unable or rarely able to demonstrate how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student partially demonstrates how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student has partial understanding of the meaning and structure of division. <p><u>Addition and Subtraction:</u> Student sometimes demonstrates how to fluently solve multi-digit addition and subtraction problems using a variety of strategies, including the U.S. standard algorithm.</p>	<p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> Student consistently demonstrates how to draw a picture or write an equation to solve a multiplication word problem. <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student consistently understands the meaning and structure of division. <p><u>Addition and Subtraction:</u> Student consistently demonstrates how to fluently solve multi-digit addition and subtraction problems.</p>	<p><u>Multiplication Meanings and Facts:</u> Student applies content knowledge independently to life experiences.</p> <p><u>Division Meanings:</u></p> <ul style="list-style-type: none"> Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences. <p><u>Addition and Subtraction:</u> Student uses multiple strategies consistently and accurately demonstrate how to fluently solve multi-digit addition and subtraction</p>

Grading Benchmarks – FOURTH GRADE

	<u>Measurement:</u> Student is unable or rarely able to use addition and subtraction to solve word problems involving measurement.	<u>Measurement:</u> Student sometimes uses addition and subtraction to solve word problems involving measurement.	<u>Measurement:</u> Student consistently uses addition and subtraction to solve word problems involving measurement.	problems using a variety of strategies, including the U.S. standard algorithm. <u>Measurement:</u> Student uses multiple strategies to consistently use addition and subtraction to solve complex word problems involving measurement.
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4) Computes accurately.

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

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

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