

Fourth Grade Benchmarks

English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaching	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Determine a theme of a story, drama or poem.	Determine a theme of a story, drama or poem with guidance.	Summarizes information by listing story events; infers characteristics, setting, plot, events, theme or conflict in some texts; determines theme with guidance.	Summarizes information including main idea, text-based facts, details and/or ideas; infers characteristics, setting, plot, events, theme and conflict in some texts; determines theme from textual details in some texts.	Concisely summarizes information including main idea, most important text-based facts, details and/or ideas; infers characteristics, setting, plot, events, theme and conflict across multiple texts; determines theme from significant textual details across multiple texts.	In addition to Level 4, summarizes information from multiple, complex texts; models and explains summarizing to peers.
Explain differences between poems, drama and prose.	Explains differences between poems, drama and prose with guidance.	Inconsistently identifies and explains elements of poems, dramas and prose; inconsistently explains differences between all three genres.	Identifies and explains significant elements of poems, dramas and prose; explains some differences between all three genres.	Comprehensively identifies and explains elements of poems, dramas and prose; comprehensively explains major differences between all three genres; refers to the structural elements of each genre when writing or speaking about a text.	In addition to Level 4, identifies and explains elements from complex poems, dramas and prose; explains elements to peers.
Read and comprehend narrative texts at the lower end of the 4-5 grade level band.	Reads and comprehends narrative texts below the 4-5 grade level complexity band.	Reads and comprehends narrative texts at the lower end of 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) with significant supports and guidance; mostly reads texts below the 4-	Reads and comprehends narrative texts at the lower end of the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) with some supports and guidance.	Reads and comprehends narrative texts at the lower end of the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) independently and proficiently.	Reads and comprehends narrative texts above the 4-5 grade band.

		5 grade level band.			
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<i>Reading for Information:</i>					
Determine the main idea of a text.	Determine main idea of a text with guidance.	Summarizes information by listing facts; identifies some steps in a process; determines the main idea of a text with guidance.	Summarizes information including main idea, most important text-based facts, details and/or ideas; identifies steps in a process; determines the main idea of a text and explains how it is supported by key details across some texts.	Concisely summarizes information including main idea, most important text-based facts, details and/or ideas; clearly explains steps in a process; determines the main idea of a text and explains how it is supported by key details across multiple texts.	In addition to Level 4, summarizes information from multiple, complex texts; models and explains summarizing to peers.
Explain how an author supports particular points in a text.	Explains how an author supports particular points with guidance.	Identifies some evidence to support particular points in a text; explanations may be minimal or evidence confusion.	Explains some reasons and identifies some evidence to support particular points in a text; determines an author's purpose for including or omitting details to create meaning in some texts.	Concisely explains reasons and identifies evidence to support particular points in a text; determines an author's purpose for including or omitting details to create meaning across multiple texts.	In addition to Level 4, explains reasoning, identifies evidence, and determines author's purpose across multiple, complex texts; explains reasoning, evidence, and author's purpose to peers.
Read and comprehend informational texts at the lower end of the 4-5 grade level band.	Reads and comprehends informational texts below the 4-5 grade level complexity band.	Reads and comprehends informational texts at the lower end of the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) with significant supports and guidance; mostly reads texts below the 4-5 grade level band.	Reads and comprehends informational texts at the lower end of the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) with some supports and guidance.	Reads and comprehends informational texts at the lower end of the 4-5 grade band (F & P Level S, DRA Level 40, Lexile Level 770-980) independently and proficiently.	Reads and comprehends informational texts above the 4-5 grade band.

<i>Foundational Skills:</i>					
Know and apply grade-level phonics and word analysis skills.	Applies grade level phonics and word analysis skills with guidance.	Inconsistently evidences the following skills: uses letter-sound correspondence, structural analysis and analogy to decode unfamiliar words; accurately decodes unfamiliar multisyllabic words in and out of context; knows sounds and meanings for a wide range of suffixes and prefixes.	Frequently evidences the following skills: uses letter-sound correspondence, structural analysis and analogy to decode unfamiliar words; accurately decodes unfamiliar multisyllabic words in and out of context; knows sounds and meanings for a wide range of suffixes and prefixes.	Most of the time evidences the following skills: uses letter-sound correspondence, structural analysis and analogy to decode unfamiliar words; accurately decodes unfamiliar multisyllabic words in and out of context; knows sounds and meanings for a wide range of suffixes and prefixes.	Consistently evidences the following skills: uses letter-sound correspondence, structural analysis and analogy to decode unfamiliar words; accurately decodes unfamiliar multisyllabic words in and out of context; knows sounds and meanings for a wide range of suffixes and prefixes; models and explains phonics and word analysis to peers.

<i>Writing:</i>					
Write opinion pieces.	Writes opinion pieces with guidance.	Inconsistently writes opinion pieces that include the following elements: clearly stated introduction and opinion, related ideas are grouped together; reasons are supported by facts and details.	Frequently writes opinion pieces that include the following elements: clearly stated introduction and opinion, related ideas are grouped together; reasons are supported by facts and details.	Most of the time writes opinion pieces that include the following elements: clearly stated introduction and opinion, related ideas are grouped together; reasons are supported by facts and details.	Consistently writes opinion pieces that include the following elements: clearly stated introduction and opinion, related ideas are grouped together; reasons are supported by facts and details; models and explains writing opinions pieces to peers.
Write informative and explanatory texts.	Writes informative/explanatory texts with guidance.	Inconsistently writes informative/explanatory texts that include the following elements: clearly stated introduction; related ideas are grouped together; illustrations and multimedia are used to aid reader comprehension; topic developed with facts, definitions, concrete details, quotations or	Frequently writes informative/explanatory texts that include the following elements: clearly stated introduction; related ideas are grouped together; illustrations and multimedia are used to aid reader comprehension; topic developed with facts, definitions, concrete details, quotations or	Most of the time writes informative/explanatory texts that include the following elements: clearly stated introduction; related ideas are grouped together; illustrations and multimedia are used to aid reader comprehension; topic developed with facts, definitions, concrete details, quotations or	Consistently writes informative/explanatory texts that include the following elements: clearly stated introduction; related ideas are grouped together; illustrations and multimedia are used to aid reader comprehension; topic developed with facts, definitions, concrete details, quotations or

		relevant examples; relevant concluding statement or section.	relevant examples; relevant concluding statement or section.	relevant examples; relevant concluding statement or section.	relevant examples; relevant concluding statement or section; models and explains writing informative and explanatory pieces to peers.
Write narratives.	Writes narratives with guidance.	Inconsistently writes narrative texts that include the following: narrator and characters introduced; situation established; clear event sequence; dialogue and description used to develop characters and events; variety of transitional words and phrases used to manage sequence of events; conclusion that follows from narrated sequence of events or experiences.	Frequently writes narrative texts that include the following: narrator and characters introduced; situation established; clear event sequence; dialogue and description used to develop characters and events; variety of transitional words and phrases used to manage sequence of events; conclusion that follows from narrated sequence of events or experiences.	Most of the time writes narrative texts that include the following: narrator and characters introduced; situation established; clear event sequence; dialogue and description used to develop characters and events; variety of transitional words and phrases used to manage sequence of events; conclusion that follows from narrated sequence of events or experiences.	Consistently writes narrative texts that include the following: narrator and characters introduced; situation established; clear event sequence; dialogue and description used to develop characters and events; variety of transitional words and phrases used to manage sequence of events; conclusion that follows from narrated sequence of events or experiences; models and explains writing narratives to peers.

<i>Speaking & Listening:</i>					
Engage in a range of collaborative discussions.	Engages in collaborative discussions with guidance.	Inconsistently evidences the following skills: comes to discussions prepared; explicitly draws on preparation and other information during discussion; follows agreed-upon rules and carries out assigned tasks; poses and responds to questions to clarify or follow-up on information; makes comments that contribute to discussion or link to remarks of others.	Frequently evidences the following skills: comes to discussions prepared; explicitly draws on preparation and other information during discussion; follows agreed-upon rules and carries out assigned tasks; poses and responds to questions to clarify or follow-up on information; makes comments that contribute to discussion or link to remarks of others.	Consistently evidences the following skills: comes to discussions prepared; explicitly draws on preparation and other information during discussion; follows agreed-upon rules and carries out assigned tasks; poses and responds to questions to clarify or follow-up on information; makes comments that contribute to discussion or link to remarks of others.	In addition to Level 4 performance, leads group discussions.

Paraphrase information presented.	Paraphrases information with guidance.	Inconsistently paraphrases portions of text read aloud or information presented in diverse formats, including visually, quantitatively and orally.	Frequently paraphrases portions of text read aloud or information presented in diverse formats, including visually, quantitatively and orally.	Consistently paraphrases portions of text read aloud or information presented in diverse formats, including visually, quantitatively and orally.	In addition to Level 4 performance, models and explains paraphrasing to peers.
Report information in an organized manner.	Reports information with guidance.	Inconsistently evidences the following skills: reports on a topic or text, tells a story, or recounts an experience in an organized manner; uses appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.	Frequently evidences the following skills: reports on a topic or text, tells a story, or recounts an experience in an organized manner; uses appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.	Consistently evidences the following skills: reports on a topic or text, tells a story, or recounts an experience in an organized manner; uses appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.	In addition to Level 4 performance, models and explains successful organizational techniques and strategies to peers.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Demonstrates command of the conventions of standard English grammar and usage with guidance.	Inconsistently evidences the following skills: uses relative pronouns and adverbs; forms and uses progressive verb tenses; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Frequently evidences the following skills: uses relative pronouns and adverbs; forms and uses progressive verb tenses; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Consistently evidences the following skills: uses relative pronouns and adverbs; forms and uses progressive verb tenses; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.	In addition to Level 4 performance, edits peers' work and offers meaningful suggestions for revising grammar and usage errors.
Use conventions of standard English capitalization, punctuation and spelling.	Demonstrates the conventions of standard English capitalization, punctuation and spelling with guidance.	Inconsistently evidences the following skills: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations; spells grade-appropriate words correctly, consulting references as needed.	Frequently evidences the following skills: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations; spells grade-appropriate words correctly, consulting references as needed.	Consistently evidences the following skills: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations; spells grade-appropriate words correctly, consulting references as needed.	In addition to Level 4 performance, edits peers' work and offers meaningful suggestions for revising capitalization, punctuation, and spelling errors.

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases with guidance.</p>	<p>Inconsistently evidences the following skills: uses context 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; consults reference materials to determine and clarify precise meanings.</p>	<p>Frequently evidences the following skills: uses context 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; consults reference materials to determine and clarify precise meanings.</p>	<p>Consistently evidences the following skills: uses context 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; consults reference materials to determine and clarify precise meanings.</p>	<p>In addition to Level 4 performance, determines meaning of unknown and multiple-meaning words and phrases in complex texts.</p>
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