

Pearl River School District

Elementary School Report Card Performance Descriptions – Grade 4

These performance level descriptions are provided as a guide to the student report card. The marking period focus (MP1) is noted in the first column. Specific areas of strength and/or need for improvement will be discussed at your child’s parent teacher conference.

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
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| | <i>Does not meet grade level standards</i> | <i>Partially meets grade level standards</i> | <i>Meets grade level standards</i> | <i>Exceeds grade level standards</i> |
| English Language Arts <u>Listening/Speaking</u> <i>MP2 Focus</i> <i>Conversation Protocols; Think/Pair/Share; small group discussion</i> | Can rarely paraphrase, respond to, question or build upon key ideas presented, does not participate voluntarily, rarely makes effective choices about standard language, usage and grade appropriate vocabulary | Inconsistently paraphrases, responds to, questions or builds upon key ideas presented; occasionally volunteer to participate; inconsistently makes effective choices about standard language, usage and grade appropriate vocabulary | Consistently paraphrases, responds to, questions and builds upon key ideas presented to learn new information; participates consistently, posing new ideas and asking questions; makes effective choices about language, usage and grade appropriate vocabulary | Consistently extends details to support key ideas presented, incorporating them into responses and questions to enhance discussion; participation includes extending thinking and incorporating ideas of others; effectively uses the nuances of language, usage and grade appropriate vocabulary |
| English Language Arts <u>Reading</u> <i>MP2 Focus</i> <i>Close reading of text; annotating text; literary analysis; making inferences, supporting with text based evidence, synthesizing information; summarizing informational text; word study</i> | Reading fluency interferes with comprehension. Demonstrates limited literal and/or interpretive understanding of grade level text. Rarely applies target strategies to explain and extend thinking using text-based evidence. Applies target strategies to build vocabulary and determine meaning of unknown words with support. | Reading fluency may interfere with comprehension of grade level text. Demonstrates inconsistent literal and/or interpretive understanding of grade level text. Inconsistently applies target strategies to explain and extend thinking using text-based evidence. Inconsistently applies target strategies to build | Reading fluency is accurate and supports comprehension of grade level text. Demonstrates consistent literal and/or interpretive understanding of grade level text. Applies target strategies to explain and extend thinking using text-based evidence. Applies target strategies to build vocabulary and determine meaning of unknown words. | Reading fluency enhances comprehension and supports comprehension of above grade level text. Demonstrates thorough or insightful literal and interpretive understanding of grade level text. Applies a variety of strategies to explain and extend thinking using text-based evidence. Uses an expanded range of precise vocabulary. Writing |

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| | | vocabulary and determine meaning of unknown words. | | shows structure, coherence, and voice. |
| English Language Arts <u>Writing</u> <i>MP2 Focus</i> <i>Writing process; writing informative and explanatory paragraphs</i> | Topics and ideas are unclear and unrelated to purpose; organization and order are not yet evident; uses few writing process strategies; grammar, spelling and mechanics interfere with readability and understanding | Topics and ideas are partially clear and partially related to the purpose; order and organization are partially evident and related to the topic; inconsistently applies writing process strategies; grammar, spelling and mechanics sometimes interfere with readability and understanding | Topics and ideas are focused, clear and appropriate to the purpose; order and organization are evident and appropriate to the topic; consistently applies writing process strategies; consistently applies grammar, spelling and mechanics. | Topic and ideas are coherent, clear and include relevant details to support the purpose; order and organization are well-developed with an appropriate flow of the writing from beginning to end; uses writing process strategies to develop structure, coherence and voice; uses an expanded range of precise vocabulary; applies grammar, spelling and mechanics independently |
| Math <u>MP2 Focus</u> <i>Read, Draw, Write problem solving strategy; visual models (tape diagram, number bonds, area model); multiplication of multi-digits by 1 and 2-digit factors, division of multi-digit dividends by 1-digit divisors estimation; application of area formula to find partial products</i> | Does not demonstrate understanding of mathematical concepts; support is needed to apply skills. Does not apply problem solving skills and/or show evidence of thinking. | Demonstrates partial understanding of mathematical concepts and inconsistently applies related skills. Applies inconsistent reasoning, strategies, and evidence of thinking in problem solving. | Demonstrates understanding of mathematical concepts and applies related skills. Applies consistent reasoning, strategies, and evidence of thinking in problem solving. | Extends mathematical concepts, demonstrates depth of understanding and/or application of skills in new situations beyond classroom instruction. Shows ability to analyze, evaluate, and synthesize solutions and justify thinking. |

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| <p>Science <u>MP2 Focus</u></p> <p><i>Electricity (LA/FA)</i> <i>Metric Volume (FA)</i> <i>Water (EP)</i></p> <p>Please note: The rotation of units across buildings may vary. Each school will teach all four units in the course of the year.</p> | <p>Demonstrates a limited understanding of target content and concepts. Limited use of content vocabulary in speaking and writing. Limited use of target scientific inquiry skills, including predicting, observing, organizing and recording information.</p> | <p>Demonstrates partial understanding of target content and concepts. Inconsistent use of content vocabulary in speaking and writing. Inconsistent use of target scientific inquiry skills, including predicting, observing, organizing and recording information.</p> | <p>Demonstrates understanding of target content and concepts. Consistently uses content vocabulary in speaking and writing. Uses target scientific inquiry skills, including predicting, observing, organizing and recording information.</p> | <p>Demonstrates an expanded understanding of science content, connections, and vocabulary. Extends target inquiry skills through interpretation and questions for further investigation.</p> |
| <p>Social Studies <u>MP2Focus</u></p> <p><i>Completion of Native Americans in New York unit; explorers; beginning of unit on colonial times</i></p> | <p>Demonstrates limited understanding of target social studies content and concepts. Limited use of content vocabulary in speaking and writing. Support is needed to utilize ELA strategies in reading, interpreting, and writing with social studies documents.</p> | <p>Demonstrates partial understanding of target social studies content and concepts. Inconsistent use of content vocabulary in speaking and writing. Inconsistently utilizes ELA strategies in reading, interpreting, and writing with social studies documents.</p> | <p>Demonstrates understanding of target social studies content and concepts. Consistently uses content vocabulary in speaking and writing. Utilizes ELA strategies in reading, interpreting, and writing with social studies documents.</p> | <p>Demonstrates an expanded understanding of social studies concepts. Extends thinking with insightful inferences, examples and questions for further research.</p> |