

## Grading Benchmarks – 4th GRADE

### READING LITERATURE AND INFORMATIONAL TEXT

#### Reads on grade level

Trimester	1	2	3	4
All	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

#### Uses a variety of strategies to comprehend, analyze, and critique text

Trimester	1	2	3	4
All	Rarely or never uses strategies to comprehend, analyze, and critique text	Inconsistently uses strategies to comprehend, analyze, and critique text	Consistently uses a variety of strategies to comprehend, analyze, and critique grade-level text	Consistently uses a variety of strategies to comprehend, analyze, and critique above grade-level text

#### Refers to textual evidence when explaining what the text says explicitly and when drawing inferences

Trimester	1	2	3	4
All	Rarely or never refers to details and examples in a text when explaining what the text says explicitly nor when drawing inferences from the text	Inconsistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from an above grade-level text

#### Determines theme or main idea of a text; recounts important details & summarizes text

Trimester	1	2	3	4
All	Rarely or never <ul style="list-style-type: none"> <li>• determines an appropriate theme of a story, drama, or poem from details in the text</li> <li>• determines the main idea of a text nor explains how it is supported by</li> </ul>	Inconsistently <ul style="list-style-type: none"> <li>• determines an appropriate theme of a story, drama, or poem from details in the text</li> <li>• determines the main idea of a text and explains how it is supported by key details</li> <li>• summarizes a text</li> </ul>	Consistently <ul style="list-style-type: none"> <li>• determines an appropriate theme of a story, drama, or poem from details in the text</li> <li>• determines the main idea of a text and explains how it is supported by key details</li> <li>• summarizes a text</li> </ul>	Consistently <ul style="list-style-type: none"> <li>• determines an appropriate theme of a story, drama, or poem from details in an above grade-level text</li> <li>• determines the main idea of an above grade-level</li> </ul>

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	key details <ul style="list-style-type: none"> <li>summarizes a text accurately</li> </ul>			text and explains how it is supported by key details <ul style="list-style-type: none"> <li>summarizes above grade-level texts</li> </ul>
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### Analyzes point-of-view, characters, settings and events & explains how each impacts the story

Trimester	1	2	3	4
All	Rarely or never analyzes the point-of-view, a character, setting or event in a story using specific details in a text accurately	Inconsistently analyzes the point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently analyzes, in depth, the point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently analyzes, in depth, the point-of-view, a character, setting, or event in a story using specific details in an above grade-level text to support an inference

### Determines meanings of words/phrases as they are used in a text

Trimester	1	2	3	4
All	Rarely or never <ul style="list-style-type: none"> <li>Determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology</li> <li>Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> </ul>	Inconsistently <ul style="list-style-type: none"> <li>Determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology</li> <li>Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> </ul>	Consistently <ul style="list-style-type: none"> <li>Determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology</li> <li>Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> </ul>	Consistently <ul style="list-style-type: none"> <li>Determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology and figurative language such as metaphors and similes</li> <li>Determines the meaning of general academic and domain-specific words or phrases in an above grade-level text</li> </ul>

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### FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

**Knows and applies grade-level phonics & word analysis skills in decoding and encoding (spelling) words**

Trimester	1	2	3	4
All	Rarely or never uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode & encode unfamiliar multisyllabic words	Inconsistently uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode & encode unfamiliar multisyllabic words	Consistently uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode & encode unfamiliar multisyllabic words	Consistently uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode & encode unfamiliar multisyllabic words in above grade-level texts

**Reads grade-level text with sufficient fluency (accuracy, expression, and pacing) to support comprehension**

Trimester	1	2	3	4
All	Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate	Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns

# Grading Benchmarks – 4th GRADE

## WRITING AND LANGUAGE

Utilizes appropriate content and purpose for genre

Trimester	1	2	3	4
<b>All</b>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to some or no parts of the task</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Uses little to no description of actions, thoughts, or feelings to describe experiences /events</li> <li>• Does not use dialogue to support plot</li> <li>• Fails to use concrete words or sensory details</li> </ul>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to most parts of the task</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events</li> <li>• Uses dialogue to support plot</li> <li>• Attempts to use concrete words and sensory details to describe experiences and events</li> </ul>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to all parts of the task</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• uses descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• uses dialogue to show the response of characters to situations</li> <li>• uses concrete words and sensory details to convey experiences and events precisely</li> </ul>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the task</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• Uses vivid dialogue to show the response of characters to situations</li> <li>• Uses concrete words and sensory details to make experiences and events come to life</li> </ul>
	<u>or</u>	<u>or</u>	<u>or</u>	<u>or</u>
	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of topic/text(s)</li> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Does not support opinion with facts, details, and/or reasons</li> <li>• Demonstrates little to no understanding of topic</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of topic/text(s)</li> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of topic/text(s)</li> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of topic/text(s)</li> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with well- integrated facts, definitions, concrete details, quotations, or other information and examples</li> </ul>
	<u>or</u>	<u>or</u>	<u>or</u>	<u>or</u>

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	<p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Does not support opinion with facts, details, and/or reasons</li> <li>• Provides no or inaccurate explanation/analysis of how evidence supports opinion</li> </ul>	<p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• States an opinion that demonstrates limited understanding of topic</li> <li>• Supports opinion with facts, details, and/or reasons</li> <li>• Provides some explanation/analysis of how evidence supports opinion</li> </ul>	<p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• States an opinion that demonstrates an understanding of topic</li> <li>• Supports opinion with relevant facts, details, and/or reasons</li> <li>• Provides clear explanation/analysis of how evidence supports opinion</li> </ul>	<p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• States an opinion that demonstrates an insightful understanding of topic</li> <li>• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons</li> <li>• Provides insightful explanation/analysis of how evidence supports opinion</li> </ul>
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### Engages reader with an interesting opening, logical sequence & appropriate conclusion

Trimester	1	2	3	4
<b>All</b>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way</li> <li>• Does not sequence narrative in a logical order</li> <li>• Uses few to no transitional words and phrases to manage the sequence of events.</li> <li>• Does not provide a discernible conclusion</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator</li> <li>• Organizes some sequencing but might confuse the reader</li> <li>• Uses some transitional words and phrases to manage the sequence of events.</li> <li>• Attempts a conclusion that may or may not follow the narrated experience or events</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator</li> <li>• Organizes a clear event sequence that unfolds naturally</li> <li>• Uses a variety of transitional words and phrases to manage the sequence of events</li> <li>• Provides a conclusion that follows from the narrated experience or event</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator</li> <li>• Organizes a clear event sequence that unfolds naturally</li> <li>• Skillfully uses a variety of transitional words and phrases to manage the sequence of events</li> <li>• Provides a conclusion that clearly follows from the narrated experience or event</li> </ul>
	<u>or</u>	<u>or</u>	<u>or</u>	<u>or</u>

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	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no linking words</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Uses no linking words</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Uses some linking words to connect reasons to opinion but not effectively</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses linking words and phrases appropriately to connect ideas within categories of information</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Uses linking words and phrases appropriately to connect reasons to opinion</li> </ul>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• Skillfully organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses linking words and phrases purposefully to connect ideas within categories of information</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Skillfully organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Uses linking words purposefully and phrases appropriately to connect reasons to opinion</li> </ul>
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### Uses appropriate language conventions (sentence structure, grammar, usage, punctuation, capitalization & spelling)

Trimester	1	2	3	4
<b>All</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Utilizes incorrect and/or simplistic word choice</li> <li>• Demonstrates limited understanding of grade level appropriate conventions,</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Utilizes vague or basic word choice</li> <li>• Demonstrates some grade-level appropriate conventions, but errors obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Utilizes strong and grade-level appropriate word choice</li> <li>• Demonstrates grade-level appropriate conventions; errors are minor and do not</li> </ul>	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Utilizes precise and sophisticated word choice</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar,</li> </ul>

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	and errors interfere with the meaning		interfere with the readability	punctuation, capitalization, and spelling) to enhance meaning
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### Acquires & uses grade-level appropriate vocabulary including figurative language

Trimester	1	2	3	4
<b>All</b>	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>• acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>• Demonstrates understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<p>Some of the time</p> <ul style="list-style-type: none"> <li>• acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>• Demonstrates general understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<p>Most of the time</p> <ul style="list-style-type: none"> <li>• acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>• Demonstrates a grade-level appropriate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<p>All of the time</p> <ul style="list-style-type: none"> <li>• acquires and accurately uses above grade-level general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>• Demonstrates a sophisticated understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>

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### SPEAKING & LISTENING

#### Engages in collaborative discussions

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explains own ideas and understanding in light of the discussion</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explains own ideas and understanding in light of the discussion</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explains own ideas and understanding in light of the discussion</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• explicitly draws on prepared material or other information known about the topic to explore the ideas under discussion</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explains own ideas and understanding in light of the discussion</li> <li>• summarizes a written text read aloud or the points a speaker makes</li> </ul>