

Strand: Reading Vocabulary		
Topic: 4.RV.2.1 -Context Clues		
Level: Grade 4		
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	
	Sample Tasks	
	<ul style="list-style-type: none"> <li>Students will create a new sentence correctly demonstrating their understanding of the unknown word</li> </ul>	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Applies context clue strategies to determine the meanings of unknown words</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<ul style="list-style-type: none"> <li>Teacher strategies should include: <b>Synonyms, Antonyms, Multiple Meanings, Definitions, Examples, Inferences</b></li> <li>When reading an unknown word, the student uses context clues to write an accurate understanding of the word.</li> <li>While reading a text independently, students use context clue strategies to explain the meanings of unknown words.</li> </ul>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognize the meaning of a word based on context, such as: <ul style="list-style-type: none"> <li>context clues, <b>restate</b>, define, <b>definition</b>, synonym, antonym, multiple meanings, examples, <b>inference</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>uses context clues to define a word</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<ul style="list-style-type: none"> <li>When given choices, the student can correctly recognize the best meaning of the unknown word using context clues.</li> <li>Students can identify which context clue strategy is used to determine the meaning of the word when given a bank of the strategies. <ul style="list-style-type: none"> <li>Ex: Each layer is <b>composed</b>, or made, of a different composition of gases. (definition)</li> <li>Ex: Hurricanes that remain over warm water usually get more <b>robust</b>, but they become weaker once they get over land. (antonym)</li> </ul> </li> </ul>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

<b>Strand: Reading Vocabulary</b>		
<b>Topic: 4.RV.2.4 - Greek and Latin Roots</b>		
<b>Level: Grade 4</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning</b>	
	<b>Sample Tasks</b>	
	<ul style="list-style-type: none"> <li>Student will apply meanings of Greek/Latin roots from fifth-grade list to accurately determine the meaning of unknown words. (Greek/Latin roots include: act, ast, chron, dict, gram, man, ped, photo, poli, port, scop, scribe/script, struct)</li> </ul>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Applies knowledge of Greek and Latin roots to determine meanings of unknown words. (Greek/Latin roots will include: ang (bend), bio (life), cycl (circle), geo (earth), graph (write), loc (place), meter (measure), min (small/less), phon (sound), pop (people), therm (heat), vid (see))</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>base word, root word, <b>Greek root, Latin root, definition</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Matches the Greek/Latin root to the meaning of the root.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Reading Foundations		
Topic: 4.RF.5 - Oral Reading Fluency		
Level: Grade 4		
Score		Sample Tasks
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	<ul style="list-style-type: none"> <li>Oral reading fluency of 130 WPM or higher, 99%+ accuracy of a fourth-grade reading passage, <b>AND</b> using the Rasinski Fluency Rubric, students will demonstrate mastery at level 4 in all areas of expression/volume, phrasing, smoothness, and pace.</li> </ul>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>120 WPM and 98% accuracy</li> </ul>
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Orally reads grade-level appropriate text (Lexile Level 800-940) smoothly and accurately, with expression. (Scores for oral reading fluency will be determined on a first-time reading of a text. COLD READ)</li> <li>Oral reading of a grade-level text with 115 WPM and 98% accuracy <b>AND</b> using the Rasinski Fluency Rubric, students will demonstrate mastery at level 3 or 4 in all areas of expression/volume, phrasing, smoothness, and pace.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Oral reading of a grade-level text with 115 WPM and 98% accuracy <b>AND</b> using the Rasinski Fluency Rubric, students will demonstrate mastery at level 3 or 4 in all areas of expression/volume, phrasing, smoothness, and pace.</li> <li>We should explicitly be teaching expression</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> <li>110 WPM and 97% accuracy</li> </ul>
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>accurate, accuracy, <b>expression</b>, rate, smoothness, pace, volume, speed</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>reads grade-level appropriate text orally with accuracy, appropriate rate, and expression, but with minor errors in one or more areas</li> <li>Oral reading of a grade-level text with 100 WPM and 97% accuracy <b>AND</b> using the Rasinski Fluency Rubric, students will demonstrate proficiency at level 2 in areas of expression/volume, phrasing, smoothness, and pace</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Oral reading of a grade-level text with 100 WPM and 97% accuracy <b>AND</b> using the Rasinski Fluency Rubric, students will demonstrate proficiency at level 2 in areas of expression/volume, phrasing, smoothness, and pace.</li> </ul>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> <li>95 WPM and 97 accuracy</li> </ul>
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none"> <li>Below 95 WPM</li> </ul>
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	

Score 0.0	Even with help, no understanding or skill demonstrated.	
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**Strand: Reading Nonfiction**

**Topic: 4.RN.2.2 -Summarizing Nonfiction Text**

**Level: Grade 4**

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>Determine two or more main ideas of a text (Lexile level 800-940) and explain how they are supported by key details.</li> </ul>
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Summarizes a multi-paragraph, nonfiction text including a main idea and supporting details (at least two)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>The student will write a summary of a multi-paragraph text (Lexile level 800-940) including a main idea supported by a sufficient number of key details (at least two).</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>key details, summary, <b>main idea</b>, text evidence, <b>summarization</b>, <b>supporting detail</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identifies the main idea and supporting key details</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Ask the student to create a visual representation (e.g. graphic organizer, thinking map) of a main idea and include a sufficient number of supporting key details.</li> <li>When given choices, the student will identify the main idea of a text and supporting key details.</li> <li>When students are given key details they can identify the main idea</li> <li>When given a main idea the students can go into the text and highlight or underline key details</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Nonfiction			
Topic: 4.RN.3.2 - Text Structure			
Level: Grade 4			
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		<p style="text-align: center;"><b>Sample Tasks</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the text structure in two or more texts.</li> <li>Compare and contrast the text structure in one text that contains multiple text structures.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Describes how a text or part of a text is organized using evidence to support their conclusion. (Text structures may include: Compare/Contrast, Problem/Solution, Cause/Effect, Chronological or Sequence, Description)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Using fourth-grade informational text(Lexile level 800-940), the student will identify the text structure used and give evidence or identify keywords from the text to support their conclusion.</li> <li>Level 3.0 sample student responses: “The passage is organized in chronological order because there are dates given and they are in order.” “The paragraph is organized using sequence because there are words such as first, next, last.”</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li><b>text structure, chronological</b> order, cause and effect, compare, contrast, <b>problem, solution, description, sequential, sequence,</b> procedural, <b>organized,</b> evidence</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identifies text structure used in an informational passage when given multiple choice options or a visual representation of the text structure</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>When given choices, student will identify the text structure used in an informational passage.</li> <li>Student will use a provided visual representation (e.g. thinking maps, T-chart, Venn diagram, etc.) to identify details and evidence within the passage.</li> <li>Students read a fourth-grade passage and are given the text structure then underline or highlight key words from the passage that support the text structure.</li> <li>Students read a fourth-grade passage and are given keywords and must identify the text structure.</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	

Score 0.0	Even with help, no understanding or skill demonstrated.	
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**Strand: Reading Literature and Nonfiction**

**Topic: 4.RL.2.1 and 4.RN.2.1 - Making Inferences**

**Level: Grade 4**

Score	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		Sample Tasks
4.0			<ul style="list-style-type: none"> <li>Students will read a 940-1010 Lexile level and quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
3.0	<p><b>The student</b></p> <ul style="list-style-type: none"> <li>Uses explicit (answers found in the text) information in fiction and nonfiction texts, 800-940 Lexile, to generate accurate inferences supported with evidence</li> <li>Refers to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Student can answer constructed response questions that ask for specific inferred information. <ul style="list-style-type: none"> <li>Ex: What can we conclude is wrong with the little girl? What did the scientists probably do with the skeleton bones?</li> <li>When the inference is given, students can identify the details that support that inference (highlight).</li> </ul> </li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li><b>explicit, implicit, inference</b>, inferred, evidence, constructed response</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text when given multiple choice options</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>When provided evidence from the text, the student will generate an inference. For example: The student will read the entire text, then answer questions such as: <ul style="list-style-type: none"> <li>In the passage, we read _____ and _____. What can you infer based on these two pieces of information?</li> <li>When provided an inference, students can provide evidence from the text to support. (Example: underline, highlight explicit evidence in the text.)</li> </ul> </li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**Strand:Writing**

**Topic: 4.W.1 – Reading Response and Analysis**

**Level: Grade 4**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning</b>	<b>Sample Tasks</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Accurately constructs and answer extended response questions in response to literature and nonfiction texts (800-940 Lexile) <ul style="list-style-type: none"> <li>○ Uses words from the question to restate the answer</li> <li>○ Answer is provided and explained</li> <li>○ There is at least two pieces of evidence from text</li> <li>○ Evidence supports the opinion</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Sample answers level 1-3</a></li> <li>● Student will accurately respond, in depth, to grade-level literature and nonfiction text, using multiple details to support an analysis or answer to a question. (e.g. “Can you write in your own words..., What do you think might happen next..., What differences exist between...”)</li> <li>● Student responds to constructed response questions by restating the question and adding at least 2 details/evidence from the text to support their answer.</li> <li>● Students use a RACE strategy (R-rewrite, A-answer, C-cite, E-explain) you can add a summary sentence that restates your answer (sum-it-up).</li> <li>● Students use the Yes Ma’am format to answer questions about the text (M-me, A-author, A-author, M-me)</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ evidence, <b>analysis</b>, reflection, respond, <b>supporting details</b>, <b>supporting evidence</b>, literature, restate</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Answers extended response questions when provided scaffolding such as a graphic organizer</li> <li>○ Uses words from the question to restate the answer</li> <li>○ Answer given or opinion is not supported by the selection</li> <li>○ One or less piece of evidence from the text to support the answer</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Student will respond to grade-level literature and nonfiction text, using a teacher provided graphic organizer to support an analysis or answer to a question. (Graphic organizers can be found on the corporation shared drive.)</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> <li>○ Uses no words from the question to restate the answer</li> <li>○ Answer is not given or opinion is not supported by the selection</li> </ul>

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	○ One or less piece of evidence from the text to support the answer
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading Literature		
Topic: 4.RL.2.3 - Characters/Plot		
Level: Grade 4		
Score	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	Sample Tasks
4.0		<ul style="list-style-type: none"> <li>Given a text (830-1010 Lexile), student can describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot, in paragraph form.</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Draws on specific details from a literary text(Lexile level 800-940) to describe how a character’s thoughts, words, or actions impact specific events in the plot of the story</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students answer written response questions describing how characters affect events in the plot of the story. For example: “What do you think would have happened if Jenna had not taken the “trick dessert” to school? Use details from the story to support your answer.” “How does Mark’s memory of the time Mrs. Grady helped him affect his actions? Use details from the story to support your answer.”</li> <li>Using character’s thoughts, words, and actions students can explain what this tells the reader about the character.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>plot structure, rising action, resolution, conflict, turning point, climax, characters, plot, character trait, <b>supporting evidence, literature, impact</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Choosing a character from grade level text and accurately identify character traits using evidence from the text (character's thoughts, words, and actions.)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>When teachers provide a character trait for a character in a story, students will be able to locate multiple events in the story that support the given trait.</li> <li>For example, “In <u>Number the Stars</u>, Anne Marie is brave. Locate evidence in the text that proves she is brave.”</li> <li>When teachers provide specific events from a story, students can identify a character trait of the character.</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading Literature		
Topic: 4.RL.2.2 Identifying Theme		
Level: Grade 4		
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	
		<p style="text-align: center;"><b>Sample Tasks</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>● Identify multiple themes in a story and provide clear evidence to support those themes</li> <li>● Give a possible theme and have students create a story that teaches that theme/lesson.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Reads a grade-level (Lexile level 800-940) story, myth, legend, or novel, identify the theme and provide evidence for the interpretation (A theme is a word/phrase with evidence provided from the text.)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ <b>passage, novel</b>, theme, <b>supporting evidence, myth</b>, legend, folktale, fable, <b>text</b></li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identifies the theme and details when provided choices</li> <li>○ Provides evidence from the text</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand:			
Topic: 4.W.5 - Research Process			
Level: Grade 4			
Score	Description	Sample Tasks	
4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	<ul style="list-style-type: none"> <li>Student initiates an independent research project in which they combine information from multiple sources (print and digital), in order to share knowledge about the subject.</li> <li>Student accurately creates a bibliography using complex sentences and a variety of sources from multiple media</li> </ul>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Conducts short research on a topic</li> <li>Summarizes and organize information in their own words, giving credit to the source</li> <li>Presents research information, choosing from a variety of formats</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students can use multiple resources on the same topic, print or digital, combining details from each text to demonstrate knowledge of the subject in their own words</li> <li>Students can create a presentation in which they take information learned from 2 or more sources in order to share knowledge on a subject. (Examples: Essays, PowerPoints, Prezi, Wax museum, student magazine, brochure, Google Slides, etc.)</li> </ul>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>topic, subject, <b>digital source, source, reliability, summarize, organization</b></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identifies a specific topic or question of interest</li> <li>Locates and record information from print and digital sources</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Teacher needs to assist in students research</li> <li>Student can only locate the basic information such as dates, names</li> </ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Writing		
Topic: 4.W.3 and 4 - Writing Across Genres: Persuasive, Informative and Narrative		
Level: Grade 4		
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning	
		<p style="text-align: center;"><b>Sample Tasks</b></p> <ul style="list-style-type: none"> <li>Student will generate a multi-paragraph (5) essay with an apparent and relevant introduction, multi-paragraph body and summative conclusion.</li> <li>See attached <a href="#">5<sup>th</sup> Grade Writing Rubric</a></li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Creates a piece of writing by developing, selecting, and organizing ideas relevant to topic, purpose, and genre</li> <li>Use Writing Pathways rubrics for <a href="#">Narrative</a>, <a href="#">Opinion (Persuasive)</a>, and Informative (Expository)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <li>Students will write a persuasive, informative, or narrative piece on a topic: <ul style="list-style-type: none"> <li>Ex: Famous Hoosier, Scholastic News Debate, Indiana History, Persuasive writing prompts, Animal Adaptations, Idiom research with four box presentation, and narrative writing prompts</li> </ul> </li> </ul> <p><b>See persuasive, informative, and narrative writing rubric in corp shared drive</b></p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li><b>introduction, conclusion</b>, informational writing, main idea, topic, paragraph, composition, persuasive, narrative</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Writes a basic introduction and conclusion</li> <li>Includes minimal facts and details to support topic</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Conventions			
Topic: 4.W.6.1e - Sentences			
Level: Grade 4			
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		<b>Sample Tasks</b>
			<ul style="list-style-type: none"> <li>Student writes a paragraph containing examples of simple, compound, and complex sentences using correlative conjunctions.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Writes complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (eg. yet, nor, so)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Student writes simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences.</li> </ul>
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>simple sentence, compound sentence, complex sentence, declarative, interrogative, imperative, exclamatory</li> </ul> </li> <li>performs basic processes such as: <ul style="list-style-type: none"> <li>identifies simple, compound, and complex sentences</li> <li>corrects run-on sentences and sentence fragments</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Punctuate simple, compound, and complex sentences.</li> <li>Correct run-on sentences and sentence fragments.</li> </ul>
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

<b>Strand: Conventions</b>			
<b>Topic : 4.W.6.2a/4.W.6.2b Capitalization &amp; Punctuation</b>			
<b>Level: Grade 4</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning</b>		<b>Sample Tasks</b>
			<ul style="list-style-type: none"> <li>Application of correct capitalization and punctuation will be evident in the student’s writing across the curriculum.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>Applies correct usage of capitalization of writing <ul style="list-style-type: none"> <li>names of magazines, newspapers, works of art, musical compositions, organization, and the first word in quotations, when appropriate</li> </ul> </li> <li>Applies correct usage of apostrophes and quotation marks in writing</li> <li>Uses a comma for coordinating conjunction in a compound sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Given a paragraph, students can identify sentences that have been written incorrectly and rewrite them correctly</li> <li>Can be assessed in students’ everyday writing</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>proper nouns, pronouns, appositives, commas in a series, quotation marks, apostrophe</li> </ul> </li> <li>performs basic processes such as: <ul style="list-style-type: none"> <li>Capitalizes appropriate words in titles, historical periods, company names, product names, and special events</li> <li>Uses apostrophes to form contractions and singular and plural possessives</li> <li>Uses quotation marks to mark direct speech</li> <li>Uses commas in locations and addresses, to mark direct speech, and for coordination adjectives</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Can identify the incorrect sentences</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

<b>Strand: Conventions</b>			
<b>Topic: 4.W.6.2c Word Study</b>			
<b>Level: Grade 4</b>			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> <li>● Uses conventional spelling of Greek and Latin roots. (Greek/Latin roots will include: ang (bend), bio (life), cycl (circle), geo (earth), graph (write), loc (place), meter (measure), min (small/less), phon (sound), pop (people), therm (heat), vid (see))</li> </ul>		<ul style="list-style-type: none"> <li>● Daily writing work</li> </ul> <p>NO SPELLING TESTS SHOULD BE UTILIZED</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Applies knowledge of spelling patterns and generalizations in writing multi-syllable words <ul style="list-style-type: none"> <li>○ compound words</li> <li>○ homophones</li> <li>○ homographs</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Daily writing work</li> </ul> <p>NO SPELLING TESTS SHOULD BE UTILIZED</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ word family, syllable, homophone, homograph, multi-syllable, compound word</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Uses conventional spelling for Fry words 1-1000 and adds suffixes (less, ful, able, ness, tion, sion) and/or prefixes (pre-, un, non, re, dis, in, im, il, ir) to a base word to change its meaning</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Daily writing work <ul style="list-style-type: none"> <li>○ Do not formally assess all 1,000 Fry words</li> <li>○ Use student daily work to assess student knowledge of conventional spelling</li> </ul> </li> </ul> <p>NO SPELLING TESTS SHOULD BE UTILIZED</p>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score</b> <b>0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	