**Reading Literature and Informational Text**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to summarize grade level texts with independence in an organized and sequential manner including key elements and supporting details in order to draw inferences. |  |  |
| **3** | Student is able tosummarize grade level texts in an organized and sequential manner including key elements and supporting details in order to draw inferences |  |  |
| **2** | With prompting and support, student is able to try to summarize grade level texts in an organized and sequential manner including key elements and supporting details in order to draw inferences.  |  |  |
| **1** | With additional prompting and support, student continues to have difficulty with summarizing at/or below grade level texts in an organized and sequential manner including key elements and supporting details in order to draw inferences. |  |  |

Area of assessment: Summarizes text including key elements and supporting details to draw inferences

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to analyze characters, settings, and events, citing supporting evidence independently with grade level texts read. |  |  |
| **3** | Student is able to analyze characters, settings, and events, citing some supporting evidence with grade level texts. |  |  |
| **2** | With prompting and support, student is able to try to analyze characters, settings, and events, citing some supporting evidence with grade level texts. |  |  |
| **1** | With additional prompting and support, student struggles with analyzing characters, settings, and events with at/or below grade level texts.  |  |  |

Area of assessment: Analyzes characters, settings, and events, citing specific details in text

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to compare and contrast themes, central ideas, topics, or point of views, citing evidence with grade level or above texts with independence. |  |  |
| **3** | Student is able to compare and contrast themes, central ideas, topics, or point of views, citing evidence with grade level texts. |  |  |
| **2** | With prompting and support, student is able to compare and contrast themes, central ideas, topics, or point of views, citing evidence with grade level or below texts. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty when comparing and contrasting themes, central ideas, topics, or point of views, with at/or below grade level texts.  |  |  |

AREA OF ASSESSMENT: Compares and contrasts themes, central ideas, topics, and point of views with supportive evidence

AREA OF ASSESSMENT: Applies various strategies to comprehend nonfiction text

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| **Rubric** | Quarter 1 | Quarter 2 &3 | Quarter 4 |
| **E** | Student is able to apply reading strategies including analysis of text features, synthesis of information, and draw inferences independently with at or above grade level texts. |  |  |
| **3** | Student is able to apply reading strategies including analysis of text features, synthesis of information, and draw inferences with grade level texts. |  |  |
| **2** | With prompting and support, student is able to apply reading strategies including analysis of text features, synthesis of information, and draw inferences with grade level or below texts. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty with reading strategies and are at the literal level with grade level or below texts. |  |  |

**Foundational Skills: Fluency**

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

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| Rubric | Quarters 1-4 |
| **E** | Student is able to read at an advanced rate with accuracy, fluency, and expression to support comprehension above grade level texts. Student can use context and rereading to self-correct for word recognition and understanding. |
| **3** | Student is able to read at an appropriate rate with accuracy, fluency, and expression to support comprehension while meeting grade level expectations. Student can use context and rereading to self-correct for word recognition and understanding. |
| **2** | With prompting and support student is able to read grade level texts at a rate that hinders their ability to demonstrate comprehension.  |
| **1** | With additional support student is able to read below grade level texts at a rate that hinders their ability to demonstrate comprehension. |

**Language and Writing**

AREA OF ASSESSMENT: Writes grade level pieces across the curriculum (narrative, informational, opinion)

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to write an engaging introduction/conclusion, provide key details in a logical sequence, and correctly use paragraphs and transition words in writing based on the current unit of study. |  |  |
| **3** | Student is able to write an introduction/conclusion, provide key details in a logical sequence, and use paragraphs and transition words in writing based on the current unit of study. |  |  |
| **2** | With prompting and support student can write an introduction/conclusion, provide some details in a logical sequence, and attempt to use paragraphs and transition words in writing based on the current unit of study. |  |  |
| **1** | With additional prompting and support student continues to have difficulty writing an introduction/conclusion, providing details in a logical sequence based on the current unit of study. |  |  |

AREA OF ASSESSMENT: Draws evidence from text to support analysis, reflection, and research

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to determine the task, purpose, and audience; text structure, and which information from the text can be used as evidence with independence.  |  |  |
| **3** | Student is able to determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant. |  |  |
| **2** | With prompting and support, student is able to determine the task, purpose, and audience. |  |  |
| **1** | With additional prompting and support, student continues to struggle identifying the task, purpose, and audience. |  |  |

AREA OF ASSESSMENT: Produces Research based projects

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to provide key details, examples, and research to support a topic from multiple sources independently. |  |  |
| **3** | Student is able to provide key details and examples as well as research to support a topic from one source. |  |  |
| **2** | With prompting and support, student is able to provide details and examples as well as research to support a topic from one source |  |  |
| **1** | With additional prompting and support, student continues to have difficulty providing key details and examples as well as researching to support a topic from one source. |  |  |

**Conventions of Standard English**

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to consistently and independently use appropriate grade level grammar and accurately apply punctuation (including end marks, commas, dialogue, citing sources); exceeds grade appropriate spelling skills. |
| **3** | Student is able to use appropriate grade level grammar accurately apply end marks and grade appropriate spelling skills. |  |  |
| **2** | With prompting and support, student is able to use appropriate grade level grammar, applying end marks and grade appropriate spelling skills with minimal errors. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty using grade level grammar and with applying end marks and grade appropriate spelling, making significant errors. |  |  |

**Speaking and Listening**

AREA OF ASSESSMENT: Engages in collaborative conversations, expresses ideas, and builds on the ideas of others.

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to participate in collaborative conversations (one-on-one, small group, and whole group) build on other’s ideas, explain his/her own ideas, encourage others to participate, and attentively listen with independence. |
| **3** | Student is able to participate in collaborative conversations (one-on-one, small group, and whole group) build on other’s ideas, and explain his/her own ideas, and attentively listen. |
| **2** |  With prompting and support, student is able to participate in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas and listen. |
| **1** |  With additional prompting and support, student continues to have difficulty engaging in collaborative conversations (one-on-one, small group, and whole group), explaining his/her own ideas and listening. |

**Operations and Algebraic Thinking**

AREA OF ASSESSMENT: Use the four operations with whole numbers to solve problems

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to use addition, subtraction, division, and multiplication strategies to accurately solve one-step and multi-step problems independently. |  |  |
| **3** | Student is able to use addition, subtraction, division, and multiplication strategies to accurately solve one-step and/or multi-step problems. |  |  |
| **2** | With prompting and support, student is able to use addition, subtraction, division and multiplication strategies to solve one-step and/or multi-step problems with minimal error. |  |  |
| **1** | With additional prompting and support, student continues to have has difficulty using a provided addition, subtraction, and multiplication strategy to solve one-step and/or multi-step problems. |  |  |

AREA OF ASSESSMENT: Gains familiarity with factors and multiples

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to find all factor pairs for whole numbers provided, understand that a whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number and determine if a given whole number is prime or composite with independence.  |
| **3** | Student is able to find all factor pairs for whole numbers provided, understand that a whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number and determine if a given whole number is prime or composite. |
| **2** | With prompting and support, student is able to find all factor pairs for whole numbers provided, understand that a whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number and determine if a given whole number is prime or composite with minimal error. |
| **1** | With additional prompting and support, student continues to have difficulty with identifying all factor pairs for whole numbers provided, understand that a whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number and determine if a given whole number is prime or composite. |

AREA OF ASSESSMENT: Generates and analyzes patterns

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to analyze patterns independently. |
| **3** | Student is able to generate and analyze patterns. |
| **2** | With prompting and support, student is able to generate and analyze patterns. |
| **1** | With additional prompting and support, student continues to have difficulty generating and analyzing patterns. |

**Numbers and Operations in Base Ten**

AREA OF ASSESSMENT: Generalizes place value understanding for multi-digit whole numbers

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right and explain why in his/her own words; read and write multi-digit whole numbers in standard, word and expanded form; compare two multi-digit numbers using >,<, or = and explain their relationship; round multi-digit numbers to any given place value and explain in his/her own words with independence.  |
| **3** | Student is able to recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word and expanded form, most of the time; compare two multi-digit numbers using >,<, or =; round multi-digit numbers to any given place value, most of the time. |
| **2** | With prompting and support, student is able to recognize that in multi-digit numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word, and expanded form; compare two multi-digit whole numbers using >,<, or =; round multi-digit whole numbers to any given place value. Student may also be provided with manipulatives, student has difficulty consistently recognizing the value of a given digit in multi-digit number. |
| **1** | With additional prompting and support as well as manipulatives, student continues to have difficulty recognizing the value of a given digit in multi-digit number. |

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to perform multi-digit arithmetic

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student are able to apply place value concepts in order to add and subtract multi-digit whole numbers using the standard algorithm, explain the process of regrouping within our place value system, multiply four-digit by one-digit whole numbers and two-digit by two-digit whole numbers using a variety of strategies with explanations, and may divide whole numbers up to two-digit dividends by a one-digit divisor using a variety of strategies with explanations with independence. |  |  |
| **3** | Student is able to apply place value concepts in order to add and subtract using the standard algorithm and multiply four-digit by one-digit whole numbers and two-digit by two-digit whole numbers. |  |  |
| **2** | With prompting and support, student is able to add and subtract using the standard algorithm and multiply a four-digit by one-digit whole numbers and two-digit by two-digit whole numbers. |  |  |
| **1** | With additional prompting and support and/or visual aids, student continues to have difficulty adding and subtracting multi-digit whole numbers, and multiply a two-digit by one-digit whole numbers |  |  |

**Numbers and Operations – Fractions**

AREA OF ASSESSMENT: Extends understanding of fraction equivalence and ordering

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to generate equivalent fractions using a variety of strategies. Student is able to explain his/her process. Student can compares two fractions, with like or unlike denominators, using >,<, or = with a variety of strategies with independence.  |  |  |
| **3** | Student is able to generate equivalent fractions using visual aids and explain his/her process, and compare two fractions, with like or unlike denominators, using ,>, < or = by creating common denominators and/or comparing the fraction. |  |  |
| **2** | With visual aids, student is able to generate equivalent fractions, and compare two fractions, with like or unlike denominators, using , >,<,or = by comparing the fraction. |  |  |
| **1** | With additional prompting as well as support and/or visual aids, student has difficulty identifying equivalent fractions and comparing fractions with like numerators or denominators, using >,< or =. |  |  |

AREA OF ASSESSMENT: Builds fractions from unit fractions by applying/extending previous understandings of operations on whole numbers

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to solve mathematical problems involving the addition and subtraction of fractions and mixed numbers with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number and explain his/her thinking with independence.  |  |  |
| **3** | Student is able to solve mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways. Student can multiply a fraction by a whole number and explain his/her thinking. |  |  |
| **2** | With prompting and support as well as visual aids, student is able to solve mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number. |  |  |
| **1** | With additional prompting and support as well as visual aids, student continues to have difficulty solving mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number |  |  |

AREA OF ASSESSMENT: Understands decimal notations for fractions, and compare decimal fractions

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations and demonstrate this understanding by comparing decimals and fractions with independence. |  |  |
| **3** | Student is able to understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations and demonstrate this understanding by comparing decimals and fractions. |  |  |
| **2** | With prompting and support, as well as visual aids, the student is able to recognize decimals as fractions with denominators of 10 and 100 and demonstrate this understanding by comparing decimals and fractions. |  |  |
| **1** | With additional prompting and support, as well as visual aids, student continues to have difficulty recognizing fractions with denominators of 10 and 100 as decimals.  |  |  |

**Measurement and Data**

AREA OF ASSESSMENT: Solves problems involving measurement and conversion of measurements

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to demonstrate understanding of the concept of a unit square and apply the concept to explain the formula for area and perimeter of rectangles and combined rectangles, including those in which side lengths are not given with independence.  |  |  |
| **3** | Student is able to demonstrate understanding of the concept of a unit square and apply this to explain the formula for area and perimeter of rectangles and combined rectangles, including those in which side lengths are not given. |  |  |
| **2** | With prompting and support, the student is able to find the area of a large rectangle by breaking it apart and adding the areas of the smaller rectangles, find an unknown length of a rectangle, and recognize that two rectangles can have the same perimeter with a different area or different perimeter with the same area. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty finding the area of a large rectangle by breaking it apart and adding the areas of the smaller rectangles, and relies on grids to find the unknown length and area of a shape. |  |  |

AREA OF ASSESSMENT: Represents and interprets data (involving line plots)

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to visually represent collected data in fractions of a unit (½, ¼, ⅛) using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations on fractions to solve problems involving information from the line plot. |  |  |
| **3** | Student is able visually represent collected data using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations to solve problems involving information from the line plot. |  |  |
| **2** | With prompting and support, student can visually represent collected data using a line plot to draw conclusions, compare data, analyze trends, and make data-based predictions about future outcomes AND use operations to solve problems involving information from the line plot. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty visually representing collected data using a line plot, and in using operations on to solve problems involving information from a line plot. |  |  |

AREA OF ASSESSMENT: Geometric measurement: Understands concepts of angle and angle measurement

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles with independence. |  |  |
| **3** | Student is able demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles. |  |  |
| **2** | With prompting and support, student can demonstrate understanding of the concept of an angle and angle measurement, measure angles using a protractor, and solve addition and subtraction problems to find the measure of unknown angles. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty demonstrating understanding of angles and angle measurement and solving addition and subtraction problems to find the measure of unknown angles. |  |  |

**Geometry**

AREA OF ASSESSMENT: Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures with independence. |  |  |
| **3** | Student is able to draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures |  |  |
| **2** | With prompting and support, student can draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty drawing and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classifying shapes by properties of their lines and angles; and recognizing and drawing lines of symmetry for two-dimensional figures. |  |  |

AREA OF ASSESSMENT: Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

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| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures with independence.  |  |  |
| **3** | Student is able to draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures. |  |  |
| **2** | With prompting and support, student can draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures. |  |  |
| **1** | With additional prompting and support, student continues to have difficulty drawing and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; drawing and identifying acute, obtuse, right, and straight angles; classifying shapes by properties of their lines and angles; and recognizing and drawing lines of symmetry for two-dimensional figures. |  |  |

**Science**

Based on Next Generation Science Standards (NGSS), K-4 students will develop a greater capacity for connecting knowledge across the physical, space, earth, and life sciences. Students will begin to form connections between concepts and skills while carrying out investigations and constructing explanations.

Topics of study in Grade 4 include: Energy, Waves, Earth Processes, and Structure and Functions of Organisms

**Social Studies**

Based on the Connecticut Social Studies Frameworks, K-4 students will develop a greater appreciation and understanding of our school, the town of Woodstock, the state of Connecticut, and regions of the United States. The four disciplines across the grades are economics, geography, history, and civics.

Topics of study in Grade 4 include: The regions of the United States