

## SULLIVAN WEST ELEMENTARY

### GRADE 4 STANDARDS-BASED REPORT CARD RUBRICS

#### ENGLISH LANGUAGE ARTS

The four learning standards in New York State for English Language Arts require that students read, write, listen, and speak for information and understanding, read, write, listen, and speak for literary response and expression, read, write, listen, and speak for critical analysis and evaluation, and read, write, listen, and speak for social interaction. Embedded within these learning standards are literacy competencies and grade-specific performance indicators. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations.

#### READING

##### Decoding Strategies

4) Uses a variety of strategies (i.e. knowledge of syllable patterns, decoding by word structure, letter-sound correspondence, etc.), grammar cues, and meaning cues to read unfamiliar words with distinction

**3) Uses a variety of strategies (i.e. knowledge of syllable patterns, decoding by word structure, letter-sound correspondence, etc.), grammar cues, and meaning cues to read unfamiliar words.**

2) Partially uses a variety of strategies (i.e. knowledge of syllable patterns, decoding by word structure, letter-sound correspondence, etc.), grammar cues, and meaning cues to read unfamiliar words.

1) Does not use a variety of strategies (i.e. knowledge of syllable patterns, decoding by word structure, letter-sound correspondence, etc.), grammar cues, or meaning cues to read unfamiliar words.

##### Fluency

4) Reads grade-level texts with appropriate speed, accuracy, and expression with distinction.

**3) Reads grade-level texts with appropriate speed, accuracy, and expression.**

2) Partially reads grade-level texts with appropriate speed, accuracy, and expression.

1) Does not read grade-level texts with appropriate speed, accuracy, or expression.

##### Vocabulary Development

4) Learns grade-level vocabulary and uses context clues, prior knowledge, and spelling resources to determine meaning with distinction

**3) Learns grade-level vocabulary and uses context clues, prior knowledge, and spelling resources to determine meaning.**

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2) Partially learns grade-level vocabulary and uses context clues, prior knowledge, and spelling resources to determine meaning.

1) Does not learn grade-level vocabulary or use context clues, prior knowledge, or spelling resources to determine meaning.

#### Comprehension

4) Reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.) with distinction.

**3) Reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).**

2) Partially reads a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).

1) Does not read a variety of grade-level texts with understanding (i.e. making connections, questioning, summarizing, etc.) or use a range of responses (i.e. writing, drama, oral presentation, etc.).

#### Reading Engagement

4) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time with distinction.

**3) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time.**

2) Partially shows interest in a wide range of genres and authors, reads voluntarily, and engages in independent reading for extended periods of time.

1) Does not show interest in a wide range of genres or authors, read voluntarily, or engage in independent reading for extended periods of time.

### **WRITING**

#### Spelling

4) Follows patterns to spell previously studied words accurately and quickly when writing with distinction.

**3) Follows patterns to spell previously studied words accurately and quickly when writing.**

2) Partially follows patterns to spell previously studied words accurately and quickly when writing.

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1) Does not follow patterns to spell previously studied words accurately or quickly when writing.

#### Handwriting

4) Uses legible print and/or cursive writing with distinction.

**3) Uses legible print and/or cursive writing.**

2) Partially uses legible print and/or cursive writing.

1) Does not use legible print and/or cursive writing.

#### Composition

4) Responds to writing prompts, writes in a variety of styles using different organizational patterns (i.e. chronological order, compare/contrast, etc.), uses a variety of media (i.e. print, electronic), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.) with distinction.

**3) Responds to writing prompts, writes in a variety of styles using different organizational patterns (i.e. chronological order, compare/contrast, etc.), uses a variety of media (i.e. print, electronic), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.).**

2) Partially responds to writing prompts, writes in a variety of styles using different organizational patterns (i.e. chronological order, compare/contrast, etc.), uses a variety of media (i.e. print, electronic), and utilizes the writing process (i.e. prewriting, drafting, revising, etc.).

1) Does not respond to writing prompts, write in a variety of styles using different organizational patterns (i.e. chronological order, compare/contrast, etc.), use a variety of media (i.e. print, electronic), or utilize the writing process (i.e. prewriting, drafting, revising, etc.).

### **LISTENING AND SPEAKING**

#### Listening

4) Listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time with distinction.

**3) Listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time.**

2) Partially listens attentively for different purposes (i.e. to texts read aloud, etc.) and listens respectfully, without interrupting, for an extended period of time.

1) Does not listen attentively for different purposes (i.e. to texts read aloud, etc.) or listen respectfully, without interrupting, for an extended period of time.

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#### Speaking

4) Speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect with distinction.

**3) Speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect.**

2) Partially speaks fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, and respect.

1) Does not speak fluently (i.e. with expression, volume, pace, appropriate gestures, etc.) with varying formality for a variety of purposes (i.e. in response to the reading of texts, group discussions, etc.) using appropriate vocabulary, grammatically correct sentences, organization, or respect.

#### **MATHEMATICS**

The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. Instruction engages students in the construction of this knowledge and integrates conceptual understanding and problem solving. The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

#### **CONTENT STRANDS**

##### Number Sense & Operations

4) Understands grade-level indicators for number systems, number theory, operations, and estimation with distinction.

**3) Understands grade-level indicators for number systems, number theory, operations, and estimation.**

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2) Partially understands grade-level indicators for number systems, number theory, operations, and estimation.

1) Does not understand grade-level indicators for number systems, number theory, operations, or estimation.

#### Algebra

4) Understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions with distinction.

**3) Understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions.**

2) Partially understands grade-level indicators for variables and expressions, equations and inequalities and patterns, relations and functions.

1) Does not understand grade-level indicators for variables and expressions, equations and inequalities or patterns, relations and functions.

#### Geometry

4) Understands grade-level indicators for shapes and geometric relationships with distinction.

**3) Understands grade-level indicators for shapes and geometric relationships.**

2) Partially understands grade-level indicators for shapes and geometric relationships.

1) Does not understand grade-level indicators for shapes or geometric relationships.

#### Measurement

4) Understands grade-level indicators for units of measurement and units with distinction.

**3) Understands grade-level indicators for units of measurement and units.**

2) Partially understands grade-level indicators for units of measurement and units.

1) Does not understand grade-level indicators for units of measurement or units.

#### Statistics & Probability

4) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data with distinction.

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**3) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data.**

2) Partially understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data. 1) Does not understand grade-level indicators for collection of data, organization and display of data, analysis of data, or predictions from data.

#### **PROCESS STRANDS**

##### Problem Solving

4) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving with distinction.

**3) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.**

2) Partially demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.

1) Does not demonstrate grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, or monitoring and reflecting on the process of mathematical problem solving.

##### Reasoning & Proof

4) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof with distinction

**3) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.**

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2) Partially demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.

1) Does not demonstrate grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, or selecting and using various types of reasoning and methods of proof.

#### Communication

4) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely with distinction.

**3) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.**

2) Partially demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.

1) Does not demonstrate grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, or using the language of mathematics to express mathematical ideas precisely.

#### Connections

4) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics with distinction.

**3) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.**

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2) Partially demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.

1) Does not demonstrate grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, or recognizing and applying mathematics in contexts outside of mathematics.

#### Representation

4) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena with distinction.

**3) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.**

2) Partially demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.

1) Does not demonstrate grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, or using representations to model and interpret physical, social, and mathematical phenomena.

#### **SCIENCE**

The elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. Experiences provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. Instruction focuses on understanding important relationships,



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processes, mechanisms, and applications of concepts. This prepares our students to apply scientific concepts, principles, and theories pertaining to the physical setting living environment.

#### Understands Science Content

4) Understands grade-level concepts of the physical setting (sun, moon and earth, forces and motion), living environment (plants), and the human body (movement and control) with distinction.

**3) Understands grade-level concepts of the physical setting (sun, moon and earth, forces and motion), living environment (plants), and the human body (movement and control).**

2) Partially understands grade-level concepts of the physical setting (sun, moon and earth, forces and motion), living environment (plants), and the human body (movement and control).

1) Does not understand grade-level concepts of the physical setting (sun, moon and earth, forces and motion), living environment (plants), or the human body (movement and control).

#### **SOCIAL STUDIES**

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Students continue to learn about the rights, responsibilities, and duties of citizenship. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State.

#### Understands Social Studies Content

4) Understands grade-level concepts of New York State history, New York State government, and local government with distinction.

**3) Understands grade-level concepts of New York State history, New York State government, and local government.**

2) Partially understands grade-level concepts of New York State history, New York State government, and local government.

1) Does not understand grade-level concepts of New York State history, New York State government, or local government information in an effective way.

#### **TECHNOLOGY**

##### Basic Computer Skills

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4) Meets grade-level Basic Computer Skills benchmark standards with distinction.

**3) Meets grade-level Basic Computer Skills benchmark standards.**

2) Partially meets grade-level Basic Computer Skills benchmark standards.

1) Does not meet grade-level Basic Computer Skills benchmark standards.

#### **LEARNING BEHAVIORS**

The following learning behaviors are indicators that support both academic and character development. They are attributes that promote this development both in and out of the classroom as well as among peers or educators.

##### Engagement

4) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process with distinction.

**3) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.**

2) Is partially involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.

1) Is not involved (i.e. attends to instruction, listens, questions, etc.) in the learning process.

##### Respect

4) Meets class and school expectations in showing consideration for oneself, others, and learning with distinction.

**3) Meets class and school expectations in showing consideration for oneself, others, and learning.**

2) Partially meets class and school expectations in showing consideration for oneself, others, and learning.

1) Does not meet class or school expectations in showing consideration for oneself, others, or learning.

##### Responsibility

4) Demonstrates a willingness to follow through with learning and behavioral expectations with distinction.

**3) Demonstrates a willingness to follow through with learning and behavioral expectations.**

2) Partially demonstrates a willingness to follow through with learning and behavioral expectations.

1) Does not Demonstrate a willingness to follow through with learning or behavioral expectations.

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#### Organization

4) Maintains materials independently and is able to transition efficiently with distinction.

**3) Maintains materials independently and is able to transition efficiently.**

2) Partially maintains materials independently and is able to transition efficiently.

1) Does not maintain materials independently or is able to transition efficiently.

#### **ART**

Students make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

#### Art Concepts

4) Understands art concepts and uses materials and techniques to solve assigned art problems. Incorporates their own ideas. Artwork shows freedom, confidence, and flexibility.

**3) Recognizes art concepts and applies them in an expressive way. Often incorporates original ideas. Works independently with little reminding.**

2) Developing understanding of art concepts. Needs prompting to stay on task.

1) Beginning to understand art concepts. Requires assistance by teacher.

#### Art Skills

4) Controls art materials and art tools and uses them in appropriate and creative ways within a variety of techniques and processes. Uses tools and materials in an inventive way.

**3) Can identify different materials and techniques and uses them appropriately within the art process.**

2) Developing appropriate skills and techniques.

1) Has basic control of materials. Minimal application of skills.

#### **MUSIC**

Students compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and

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group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

#### Musical Concepts & Skills

4) Has developed a thorough understanding of beat, rhythm, pitch, melodic direction, tempo, dynamics and standard notation with expression and accuracy, to a level of distinction.

**3) Is continuing to develop and is maintaining an understanding of the elements of music with expression and accuracy, consistent with this course of study.**

2) Is beginning to develop an understanding of the elements of music, consistent with this course of study.

1) Is not yet developing an understanding of the elements of music.

#### **BAND**

Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

#### Performance Concepts & Skills

4) Consistently performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

**3) Usually performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.**

2) Sometimes performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

1) Rarely performs with correct position, characteristic tone, accurate pitch and rhythm, and shows understanding of music notation.

#### **PHYSICAL EDUCATION**

#### PE Concepts & Skills

4) Student has the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health with distinction. Student has acquired the knowledge and ability necessary to create and maintain a safe and healthy environment with distinction. Student understands and is able to manage their personal and community resources with distinction.

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**3) Student has the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Student has acquired the knowledge and ability necessary to create and maintain a safe and healthy environment. Student understands and is able to manage their personal and community resources.**

2) Student has partially gained the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Student has partially acquired the knowledge and ability necessary to create and maintain a safe and healthy environment. Student partially understands and is able to manage their personal and community resources.

1) Student does not have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Student has not acquired the knowledge and ability necessary to create and maintain a safe and healthy environment. Student does not understand and is not able to manage their personal and community resources.