

Grading Benchmarks – FOURTH GRADE

**READING**

1.) Reads at grade level.

Trimester	4	3	2	1
1 <sup>st</sup>	Student has achieved reading success at Level S or above.	Student has achieved reading success at Level Q or R.	Student has achieved reading success at Level O or P.	Student has achieved reading success at Level N or below.
2 <sup>nd</sup>	Student has achieved reading success at Level T or above.	Student has achieved reading success at Level R or S.	Student has achieved reading success at Level P or Q.	Student has achieved reading success at Level O or below.
3 <sup>rd</sup>	Student has achieved reading success at Level U or above.	Student has achieved reading success at Level S or T.	Student has achieved reading success at Level Q or R.	Student has achieved reading success at Level P or below.

*Reading level as indicated on the Teachers College Reading Level Benchmarks and the Developmental Reading Assessment 2*

2.) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions, compares and contrasts, trace and evaluate an argument for specific claims).

Trimester	4	3	2	1
ALL	<ul style="list-style-type: none"> <li>▪ Student applies comprehension strategies to extend and enhance thinking before, during and after reading of above-grade-level text.</li> <li>▪ Student displays relevant and original thinking about the ideas in texts through discussions, notes and writing.</li> <li>▪ Student recognizes when meaning is disrupted and efficiently applies multiple fix-up strategies.</li> <li>▪ Responses demonstrate multi-layered levels of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student applies comprehension strategies before, during, and after reading of grade-level texts.</li> <li>▪ Student recognizes when meaning is disrupted, chooses and uses fix-up strategies.</li> <li>▪ Discussion, notes, and writing reveal relevant thinking and understanding of texts.</li> <li>▪ Responses demonstrate clear understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student applies some comprehension strategies before, during, or after reading.</li> <li>▪ Student sometimes recognizes when meaning is disrupted.</li> <li>▪ Student displays some relevant thinking about ideas through discussion, notes, and writing.</li> <li>▪ Responses demonstrate a partial understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student applies few comprehension strategies before, during, and after reading.</li> <li>▪ Student often does not recognize when meaning has been disrupted.</li> <li>▪ Student displays little relevant thinking through discussion, notes, and writing about ideas in text.</li> <li>▪ Responses demonstrate misunderstanding of texts.</li> </ul>

Grading Benchmarks – FOURTH GRADE

3.) Reads with comprehension: Literal (discerns main idea and concepts in presented text).

<i>Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.</i>				
Trimester	4	3	2	1
<b>1st</b>	<ul style="list-style-type: none"> <li>▪ Student demonstrates thorough literal understanding of above-grade level nonfiction and fictional texts.</li> <li>▪ Retelling and responses explain and extend thinking about relevant ideas and details stated in text.</li> <li>▪ Student describes, compares, contrasts, analyzes and explains story structure, elements, &amp; characters and how they respond and change across texts.</li> <li>▪ Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two or more related texts.</li> <li>▪ Student cites specific support to assist in interpretation of text.</li> <li>▪ Literal retelling and responses from Level S or above texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>▪ Retelling and responses identify relevant ideas and details stated in the text.</li> <li>▪ Student uses text features and structures and applies target grade-level skills.</li> <li>▪ Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text.</li> <li>▪ Student identifies the genres of stories read.</li> <li>▪ Student cites specific support to assist in interpretation of text.</li> <li>▪ Literal retelling and responses from Level Q or R texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>▪ Student demonstrates a partial understanding of fictional texts.</li> <li>▪ Retelling and responses to below grade-level texts include some relevant details that are stated in the text.</li> <li>▪ Student identifies and minimally describes some story elements and character traits.</li> <li>▪ Student inconsistently uses text features and structures to apply skills..</li> <li>▪ Student asks and answers some literal questions.</li> <li>▪ Literal retelling and responses from Level O or P texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student demonstrates little or no understanding of nonfiction texts.</li> <li>▪ Student demonstrates a weak understanding of fictional texts.</li> <li>▪ Retelling and responses of below grade-level texts include a few minor and unrelated details that are stated in the text.</li> <li>▪ Student asks and answers a few literal questions.</li> <li>▪ Literal retelling and responses from Level N texts or below.</li> </ul>
<b>2nd</b>	<p>In above- grade level texts:</p> <ul style="list-style-type: none"> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Literal retelling and responses from Level T or above texts.</li> </ul>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Literal retelling and responses from Level R or S texts.</li> </ul>	<p>In below-grade-level text:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of fiction and nonfiction texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Literal retelling and responses from Level P or Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of fiction and nonfiction texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Literal retelling and responses from Level O and below text.</li> </ul>

Grading Benchmarks – FOURTH GRADE

<b>3<sup>rd</sup></b>	<p>In above grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates thorough literal understanding of above-grade level nonfiction and fictional texts.</li> <li>• All above criteria from 1<sup>st</sup> and 2<sup>nd</sup> trimester</li> <li>• Literal retelling and responses from Level U or above texts.</li> </ul>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• All above criteria from 1<sup>st</sup> and 2<sup>nd</sup> trimester</li> <li>• Literal retelling and responses from Level S or T texts.</li> </ul>	<p>In below-grade-level text:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of fiction and nonfiction texts.</li> <li>• All above criteria from 1<sup>st</sup> and 2<sup>nd</sup> trimester</li> <li>• Literal retelling and responses from Level Q or R texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates weak understanding of fiction and nonfiction texts.</li> <li>• All above criteria from 1<sup>st</sup> and 2<sup>nd</sup> trimester</li> <li>• Literal retelling and responses from Level P and below text.</li> </ul>
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks</i>				

4.) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence)

Trimester	4	3	2	1
<b>1<sup>st</sup></b>	<p>In above-grade level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• Student makes insightful inferences, draws conclusions, traces arguments and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</li> <li>• Student evaluates ideas and specific claims that are implied or partially stated.</li> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of high level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level S or above text.</li> </ul>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• Student finds and uses text-based clues to draw conclusions, trace arguments and uncover and explain implied or partially stated ideas.</li> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> <li>• Student cites specific support to assist in interpretation of higher level questions and text.</li> <li>• Inferential retelling and responses from Level Q or R text.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, conclusions, predictions and inferences.</li> <li>• Student applies some inferential thinking skills with support.</li> <li>• Student cites some support to assist in the interpretation of text and questions.</li> <li>• Inferential retelling and responses from Level O or P texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited inferential understanding of below-grade-level texts.</li> <li>• Student makes few relevant predictions, conclusions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Student requires significant support to interpret text.</li> <li>• Student cites limited support to assist in the interpretation of text and question. In doing so requires support.</li> <li>• Inferential retelling and responses from Level N or below text.</li> </ul>

Grading Benchmarks – FOURTH GRADE

<b>2<sup>nd</sup></b>	<p>In above-grade level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level T or above text.</li> </ul>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level R or S text.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level P or Q text.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates limited inferential understanding of below-grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level O or below text.</li> </ul>
<b>3<sup>rd</sup></b>	<p>In above-grade level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• All above criteria from 1<sup>st</sup> and 2<sup>nd</sup> trimester</li> </ul> <p>Inferential retelling and responses from Level U or above text.</p>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level S or T text.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> <li>• Inferential retelling and responses from Level Q or R text.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates limited inferential understanding of below-grade-level texts.</li> <li>• All above criteria from 1<sup>st</sup> trimester</li> </ul> <p>Inferential retelling and responses from Level P or below text.</p>
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks</i>				

Grading Benchmarks – FOURTH GRADE

5.) Reads with accuracy and fluency to support comprehension.

<i>Demonstrates the ability to read accurately at an appropriate pace with expression.</i>				
Trimester	4	3	2	1
ALL	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates fluent reading of above-level text.</li> <li>• Reading is fluid and accurate.</li> <li>• Student attends to and uses phrasing to read longer and more complex sentences.</li> <li>• Student attends to internal and ending punctuation.</li> <li>• Expression supports understanding.</li> <li>• Uses context to confirm or self-correct word recognition.</li> <li>• Knows and applies grade level phonics and word analysis skills in decoding unknown words.</li> </ul>	<p>In grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates fluent reading.</li> <li>• Student reads accurately.</li> <li>• Student uses phrases to read longer sentences.</li> <li>• Student attends to most internal and all ending punctuation.</li> <li>• Expression is matched to text.</li> <li>• Uses context to confirm or self-correct word recognition.</li> <li>• Knows and applies grade level phonics and word analysis skills in decoding unknown words.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student is somewhat fluent.</li> <li>• Student reads either very slowly or very quickly.</li> <li>• Reading and phrasing sounds choppy some of the time.</li> <li>• Student attends to some internal and most ending punctuation.</li> <li>• Student uses very little or no expression matched to meaning.</li> <li>• Student mispronunciations go uncorrected most of the time.</li> <li>• Student inserts or deletes unknown words.</li> <li>• Student ineffectively or inaccurately applies grade level phonics and word analysis skills in decoding unknown words.</li> </ul>	<p>In below-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Lack of fluent reading is evident.</li> <li>• Reading of leveled text is very choppy and slow.</li> <li>• Student rereads text too frequently, slowing down the reading process.</li> <li>• Student does not attend to internal punctuation and very little ending punctuation.</li> <li>• Expression is monotone.</li> <li>• Student is unable to use context and/or grade level phonics to effectively decode unknown words.</li> </ul>

6.) Demonstrates stamina during independent reading.

Trimester	4	3	2	1
1 <sup>st</sup>	Student consistently sustains attention during independent reading for 20 or more minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student is unable or rarely able to sustain attention for 20 minutes.
2 <sup>nd</sup>	Student consistently sustains attention during independent reading for 30 or more minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student is approaching reading stamina for 30 minutes.	Student is unable or rarely able to sustain attention for 30 minutes.
3 <sup>rd</sup>	Student consistently sustains attention during independent reading for 40 or more minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student is unable or rarely able to sustain attention for 40 minutes.

Grading Benchmarks – FOURTH GRADE

8.) Uses Reader’s Notebook, mini-lessons, and conferences as tools to develop reading ability.

Trimester	4	3	2	1
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student uses Reader’s Notebook, and applies mini-lesson and conferences as tools to collect, connect, compare and expand on sophisticated ideas and responses from texts or multi-media.</li> <li>• Student consistently applies reading and writing skills taught in units of study, independently.</li> <li>• Student’s written response reflects an interpretive, deeper meaning of the text read, support by text evidence.</li> <li>• Student chooses and uses varied organizational patterns and formats that are well suited to units of study.</li> <li>• Student tries out and uses interesting and sophisticated above-grade-level vocabulary.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple, compound, and complex sentences.</li> <li>• Sentences are organized into well-ordered paragraphs and sections.</li> <li>• Student uses transition words to connect sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses Reader’s Notebook, mini-lessons, and conferences as tools to collect, analyze and expand upon story elements, text features, structures and ideas from text or multi-media.</li> <li>• Student consistently applies reading and writing skills taught in units of study, independently with grade level text.</li> <li>• Student’s written response reflects literal and inferential understanding of the text read, supported with text evidence.</li> <li>• Student uses organizational patterns relevant to units of study.</li> <li>• Student uses grade-level and domain-specific vocabulary that is appropriate with some specific, interesting and vivid word choices.</li> <li>• Student generates, supports, and elaborates on ideas for writing from text, prior knowledge, other texts or media.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple and compound sentences.</li> <li>• Sentences are organized into well-ordered paragraphs.</li> <li>• Student uses transition words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses Reader’s Notebook, mini-lessons, and conferences as tools to collect and analyze story elements, text structures, features and ideas from text or multi-media.</li> <li>• Student inconsistently applies reading and writing skills taught in units of study often from below-grade-level text.</li> <li>• Student’s written response reflects literal understanding of text read, supported by some text evidence.</li> <li>• Student uses some organizational patterns and formats relevant to units of study.</li> <li>• Student uses some grade-level and domain-specific vocabulary.</li> <li>• Student uses some supports and elaborates on ideas.</li> <li>• Some ideas are in logical order.</li> <li>• Students uses mostly simple sentence structure.</li> <li>• Some sentences are fragmented or incomplete.</li> <li>• Student uses some transition words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not consistently use Reader’s Notebook, mini-lesson, or conferences as tools to analyze and expand upon ideas from text and multi-media.</li> <li>• Student requires significant support in order to apply grade-level reading and writing skills taught in units of study.</li> <li>• Student responds to below-grade-level text.</li> <li>• Student’s written response reflects little understanding of the text read and contains little text evidence.</li> <li>• Student’s writing does not indicate use of an organizational pattern or format relevant to units of study.</li> <li>• Student uses simple, below-grade-level vocabulary.</li> <li>• Student does not or rarely generates, supports, or elaborates on ideas.</li> <li>• Few ideas are in logical order.</li> <li>• Student uses few complete sentences.</li> <li>• Simple or no transitional words are used to connect sentences or paragraphs.</li> </ul>

Grading Benchmarks – FOURTH GRADE

**WRITING**

1.) Demonstrates the ability to produce effective and well-grounded writing for a range of purposes and audiences.

Trimester	4	3	2	1
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student chooses uses varied organizational patterns and formats that are well suited to units of study, task, purpose and audience.</li> <li>• Student generates, supports, and elaborates on ideas for writing from personal experiences, informational text, or imagined experiences.</li> <li>• Student uses an engaging introduction, body or middle and conclusion.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple, compound, and complex sentences.</li> <li>• Sentences are organized into well-ordered paragraphs and subsections.</li> <li>• Student uses transitional words and phrases to connect sentences and paragraphs.</li> <li>• Student tries out and uses interesting and sophisticated above grade-level vocabulary.</li> <li>• Student uses figurative language.</li> <li>• Student can independently conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses organizational patterns relevant to units of study, task, purpose and audience.</li> <li>• Student generates, supports, and elaborates on ideas for writing from personal experiences, informational text, or imagined experiences.</li> <li>• Student uses a relevant beginning, middle and conclusion.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple and compound sentences.</li> <li>• Sentences are organized into well-ordered paragraphs.</li> <li>• Student uses some transitional words and phrases to connect ideas.</li> <li>• Student uses grade-level vocabulary that is appropriate.</li> <li>• Student uses figurative language.</li> <li>• Student can conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses some organizational patterns and formats relevant to units of study, task, purpose and audience.</li> <li>• Student uses some supports and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>• Student uses a brief beginning or ending.</li> <li>• Some ideas are in logical order.</li> <li>• Student uses some complete sentences.</li> <li>• Student uses few compound or complex sentences.</li> <li>• Student uses some grade level vocabulary.</li> <li>• Student can conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not use an organizational pattern or format relevant to units of study.</li> <li>• Student does not generate or rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>• Beginnings and endings are either not evident or very weak.</li> <li>• Few ideas are presented in logical order.</li> <li>• Student uses simple, below-grade level vocabulary.</li> <li>• Student repeats words and phrases.</li> <li>• Student uses few complete sentences.</li> <li>• Student’s writing reveals little of the writer’s feelings or personality.</li> <li>• Tone or style of writing is not evident.</li> <li>• Student can conduct short research projects that build knowledge about a topic with support or within a partnership.</li> </ul>

Grading Benchmarks – FOURTH GRADE

2.) Uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing ability.

Trimester	4	3	2	1
ALL	<ul style="list-style-type: none"> <li>• Student uses Writer’s Notebook, and applies mini-lessons and conferences as tools to collect and expand on sophisticated ideas.</li> <li>• Student creatively and consistently applies writing skills taught in units of study independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas.</li> <li>• Student rarely demonstrates development of writing skills without additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to collect and expand on ideas.</li> <li>• Student has significant difficulty generating ideas and demonstrating the development of writing skills.</li> </ul>

3.) Applies grade-appropriate mechanics and grammar.

Trimester	4	3	2	1
1 <sup>st</sup>	<p>Student consistently applies above-grade level grammar, usage, and mechanics skills independently.</p>	<p>Student applies correct grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons).</li> <li>• Commas before conjunctions in compound sentences.</li> <li>• Capitalization (proper nouns/adjectives, pronoun “I”, official titles, family members).</li> <li>• Pronoun usage (relative pronouns)</li> <li>• Quotation marks, (dialogue).</li> <li>• Order and use adjectives within sentences according to conventional patterns.</li> <li>• Form and use prepositional phrases.</li> <li>• Correctly use frequently confused words (to, too, two, they’re, there, their).</li> <li>• Apostrophes for contractions.</li> </ul>	<p>Student inconsistently applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (simple, compound, and complex sentences).</li> <li>• Commas before conjunctions in compound sentences.</li> <li>• Capitalization (proper nouns/adjectives, pronoun “I”, official titles, family members).</li> <li>• Pronoun usage (relative pronouns)</li> <li>• Quotation marks (dialogue).</li> <li>• Order adjectives within sentences according to conventional patterns.</li> <li>• Form and use prepositional phrases.</li> <li>• Correctly use frequently confused words (to, too, two, there, their, they’re, were, we’re)</li> <li>• Apostrophes for contractions.</li> </ul>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (simple, compound, and complex sentences).</li> <li>• Commas before conjunctions in compound sentences.</li> <li>• Capitalizations (proper nouns/adjectives, pronoun “I”, official titles, family members).</li> <li>• Pronoun usage (relative pronouns).</li> <li>• Quotation marks (dialogue).</li> <li>• Order adjectives within sentences according to conventional patterns.</li> <li>• Form and use prepositional phrases.</li> <li>• Apostrophes to form contractions.</li> </ul>



Grading Benchmarks – FOURTH GRADE

<b>2<sup>nd</sup></b>	Student consistently applies above-grade level grammar, usage, and mechanics skills independently.	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).</li> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronoun “I”, proper nouns and adjectives, first word in direct quote).</li> <li>• Pronoun usage (relative pronouns)</li> <li>• Quotation marks, (dialogue, quotes from text).</li> <li>• Parts of speech (subject/object, pronouns, adverbs).</li> <li>• Precise word choice.</li> <li>• Apostrophes for contractions and frequently used possessives.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to apply correct grade-level grammar usage, including:</li> <li>• Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases.)</li> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronoun “I”, proper nouns and adjectives, first word in direct quote).</li> <li>• Quotation marks (quotes from text, dialogue)</li> <li>• Parts of speech (concrete noun use, abstract nouns, and adverbs).</li> <li>• Precise word choice.</li> <li>• Apostrophes for contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely applies correct grade-level grammar usage, including:</li> <li>• Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).</li> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronouns “I”, proper nouns and adjectives, first word in a direct quote).</li> <li>• Quotation marks (dialogue, quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> <li>• Apostrophes for most contractions</li> </ul>
<b>3<sup>rd</sup></b>	Student consistently applies above-grade level grammar, usage, and mechanics skills independently.	Student applies correct grade-level grammar usage.	Student is beginning to apply correct grade-level grammar usage on a more consistent basis.	Student rarely applies correct grade-level grammar usage and/or requires significant support.

Grading Benchmarks – FOURTH GRADE

4.) Demonstrates stamina in independent writing.

Trimester	4	3	2	1
1 <sup>st</sup>	Student consistently writes independently for more than 30 minutes.	Student consistently writes independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student is unable to write independently for 30 minutes.
2 <sup>nd</sup>	Student consistently writes independently for more than 35 minutes.	Student consistently writes independently for 35 minutes.	Student is approaching an independent writing stamina of 35 minutes.	Student is unable to write independently for 35 minutes.
3 <sup>rd</sup>	Student consistently writes independently for more than 40 minutes.	Student consistently writes independently for more than 35 minutes.	Student is approaching an independent writing stamina of more than 35 minutes.	Student is unable to write independently for more than 35 minutes.

5.) Learns and applies spelling patterns.

Trimester	4	3	2	1
ALL	<ul style="list-style-type: none"> <li>Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.</li> <li>Student uses the word wall and reference materials as a tool to apply correct spelling to written work.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies patterns and generalizations to spell words correctly.</li> <li>Student uses word wall and reference materials as a tool to apply correct spelling to written work.</li> </ul>	<ul style="list-style-type: none"> <li>Student inconsistently applies patterns and generalizations to spell words correctly.</li> <li>Student is beginning to use the word wall as a tool to apply correct spelling.</li> <li>Student is beginning to use reference materials as a tool to apply correct spelling to written work.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely applies patterns and generalizations to spell words correctly.</li> <li>Student rarely uses a word wall or reference materials to support correct spelling in written work.</li> </ul>

6.) Shows evidence of revision.

Trimester	4	3	2	1
ALL	<ul style="list-style-type: none"> <li>Student rereads and revises whole text and parts of text periodically during and after drafting.</li> <li>Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization.</li> <li>Editing and revision strategies are applied independently and effectively, using resources as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Student rereads whole text and parts of text for revision.</li> <li>Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization.</li> <li>Student moves sentences to support organization.</li> <li>Editing and revision strategies are applied effectively, using resources as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes rereads and revises parts of writing.</li> <li>Student may add or delete a few words to support meaning of part of the writing.</li> <li>Student requires support and encouragement to use resources to improve spelling and content.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely rereads, edits or revises writing independently, requires significant support.</li> <li>Student rarely uses additional resources to improve spelling and content, even with support.</li> </ul>

**LISTENING AND SPEAKING**

1.) Demonstrates listening skills for information and understanding.

Trimester	4	3	2	1
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student has achieved grade-level expectations, and draws conclusions based on the ideas of others incorporating them into his/her own thinking as appropriate.</li> <li>• Student consistently poses and responds to questions, to clarify or follow up on information or make comments that contribute to the discussion.</li> <li>• Student consistently follows rules for discussions.</li> <li>• Student comes to discussion prepared to draw upon preparation, and other information to explore ideas under discussion.</li> <li>• Student can paraphrase portions of a text read aloud, or information presented in diverse media and formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently reports on events, topics, and texts in an organized manner.</li> <li>• Student poses and responds to questions, to clarify or follow up on information or to make comments that contribute to the discussion.</li> <li>• Student follows discussions.</li> <li>• Student comes to discussion prepared to draw upon preparation and to explore ideas and topics under discussion.</li> <li>• Student can paraphrase portions of text read aloud, or information presented in diverse media and formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally reports on events, topics, and text in an organized manner.</li> <li>• Student occasionally poses and responds to questions, and builds on the ideas of previous speakers.</li> <li>• Student occasionally follows agreed upon rules for discussions.</li> <li>• Student occasionally comes to discussion prepared to probe and reflect on the ideas under discussion.</li> <li>• Student occasionally paraphrase the key information or ideas presented graphically, visually, orally or multimodality.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely reports on events, topics or text in an organized manner.</li> <li>• Student rarely poses or responds to questions or builds on the ideas of previous speakers.</li> <li>• Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate.</li> <li>• Student rarely follows agreed upon rules for discussions.</li> <li>• Student rarely comes to discussion prepared to probe and reflect on the ideas under discussion</li> <li>• Student can rarely paraphrase the key information or ideas presented graphically, visually, orally or multimodality.</li> </ul>

Grading Benchmarks – FOURTH GRADE

2.) Expresses ideas clearly and effectively.

Trimester	4	3	2	1
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student has acquired and uses accurately grade-appropriate general academic and domain specific words.</li> <li>• Student consistently uses conventions of Standard English grammar and usage.</li> <li>• Student determines the meaning of words and phrases</li> <li>• Student understands the nuances of words encountered through conversations, reading, and media use.</li> <li>• Student consistently makes effective choices about language and sentence structure for meaning, style and audience.</li> <li>• Student is able to explain how ideas clarify a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses grade-appropriate general academic and domain-specific words.</li> <li>• Student consistently uses conventions of Standard English grammar and usage.</li> <li>• Student understands words and expressions encountered through conversations, reading and media use.</li> <li>• Student makes effective choices about language and sentence structure for meaning, style and audience.</li> <li>• Student is able to pose and respond to specific questions with elaboration and detail.</li> <li>• Student is able to explain how information contributes to a topic, text or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally uses grade-appropriate academic and domain-specific vocabulary.</li> <li>• Student occasionally uses grade-appropriate conventions of Standard English grammar and usage.</li> <li>• Student occasionally misinterprets words and expressions encountered through conversations, reading and media use.</li> <li>• Student occasionally makes effective choices about language and sentence structure for meaning and style.</li> <li>• Student occasionally is able to pose and respond to questions.</li> <li>• Student occasionally is able to explain how information contributes to a topic or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely uses grade-appropriate academic vocabulary and domain-specific vocabulary.</li> <li>• Student rarely uses grade-appropriate conventions of Standard English grammar and usage.</li> <li>• Student frequently misinterprets words and expressions encountered through conversations, reading and media use.</li> <li>• Student rarely makes effective choices about language and sentence structure for meaning and style.</li> <li>• Student rarely is able to pose and respond to questions.</li> <li>• Student rarely is able to effectively explain how information contributes to a topic or issue under study.</li> </ul>

Grading Benchmarks – FOURTH GRADE

3.) Ask and answer questions to gain and provide information.

Trimester	4	3	2	1
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student can pose and respond to questions, as well as build on ideas of previous speakers.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li>   <li>• Student is able to pose and respond to questions and comments with relevant observations, specific details, and ideas.</li>   <li>• Student consistently extends the conversation and discussions by adding insightful ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently stays on topic by linking his/he own additions to the conversations to the previous remarks of others.</li> <li>• Student asks and answers questions about presentations, offering appropriate details.</li>   <li>• Student consistently prepares for and engages in group discussions.</li> <li>• Student asks for clarification and further explanation as needed.</li>   <li>• Student extends his/her ideas and understanding in light of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally asks/answers questions about presentations.</li>   <li>• Student occasionally engages in group discussions, may be unprepared or demonstrate misunderstandings.</li>   <li>• Student occasionally asks for clarification and further explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely ask/answers question about presentations.</li> <li>• Information shared is often off topic or displays misconceptions or misunderstandings.</li> <li>• Student is rarely prepared to enter a group discussion or to engage effectively.</li> <li>• Student rarely stays on topic.</li> <li>• Student rarely asks for clarification and further explanation as needed.</li> </ul>