

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Reading: Literature: Refers to details and examples in a text when explaining what the text says explicitly (RL 4.1)</b>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts Applies knowledge into multiple contexts	Demonstrates model work Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Refer to details and examples from the text when explaining what the text says</li> </ul>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u>	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level.	
<b>Standard: ELA: Reading: Literature: Refers to details and examples in a text when drawing inference from the text (RL.4.1)</b>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> <li>• Make, test, and revise predictions as they read.</li> <li>• Make implied inferences about literary elements and author's decisions in a text</li> <li>• Refer to details and examples from the text when drawing inferences</li> </ul>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u>	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	Regression No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Reading: Literature:</b> <i>Summarizes a text to determine a theme of a story, drama, or poem from details in the text. (RL.4.2)</i>		
4.0	<b>Exceeds Standards:</b> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<b>The student is able to:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>• Determine the central idea(s) of literary text(s)</li> <li>• Determine the theme of literary text(s)</li> <li>• Identify the difference between central ideas and details in a story</li> <li>• Identify the characteristics of an effective summary for literary texts</li> </ul>
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<b>Approaching Standards:</b> With teacher support, determine a theme of a story, drama, or poem from details in the text; summarize the text.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<b>Well Below Standard at this time:</b> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
<b>Standard: ELA: Reading: Literature:</b> <i>Compares and contrasts the points of view from which different stories are narrated (RL.4.6)</i>		
4.0	<b>Exceeds Standards:</b> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple context
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<b>The student is able to:</b> Student will compare and contrast the point of view from a variety of stories, including the difference between first- and third- person narrations.	<ul style="list-style-type: none"> <li>• Identify the author's purpose for writing a text</li> <li>• Identify the point of view of a text</li> <li>• Describe how point of view affects a literary text</li> <li>• Differentiate between first-person and third-person narration</li> <li>• Identify the strengths and weaknesses of using first-person and third-person point of view.</li> <li>• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</li> </ul>
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<b>Approaching Standards:</b> Student will recognize or recall specific vocabulary such as first person, third person, account, and point of view; and recognize the difference between points of view in a grade appropriate text.	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<b>Well Below Standard at this time:</b> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill; Regression Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Reading: Informational Text:</b> <i>Asks and answers questions using evidence from the text (RI.4.1)</i>		
4.0	<b>Exceeds Standards:</b> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts Applies knowledge into multiple contexts Demonstrates model work Articulates concept effectively & with sophistication	
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<b>The student is able to:</b> Student will generate and/or answer questions based on events, procedures, ideas, or concepts within grade-level text based on specific evidence from the text.	<ul style="list-style-type: none"> <li>• Refer to details and examples from the text when explaining what the text says</li> <li>• Refer to details and examples from the text when drawing inferences</li> </ul>
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<b>Approaching Standards:</b> Student will recognize or recall specific vocabulary such as evidence, event, idea, and information; and can generate at least one question or answer using text evidence.	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<b>Well Below Standard at this time:</b> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
<b>Standard: ELA: Reading: Informational Text:</b> <i>Determines the main idea of the text and explains how it is supported by key detail; summarizes the text. (RI.4.2)</i>		
4.0	<b>Exceeds Standards:</b> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<b>The student is able to:</b> Describe the central idea of a multiparagraph grade-appropriate text, as well as the focus of specific paragraphs within the text (RI.2.2) Describe the author's purpose in writing a grade-appropriate text, including the question or topic that the author wants to answer, explain, or describe (RI.2.6) Describe how reasons support specific points the author makes in a text (RI.2.8) Compare and contrast the most important points presented by two-grade-appropriate texts on the same topic (RI.2.9)	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<b>Approaching Standards:</b> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<b>Well Below Standard at this time:</b> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill; Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Reading: Informational Text:</b> Student will integrate information from two grade-appropriate texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.9		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> <li>• Establish a purpose for gathering information</li> <li>• Identify the most important points from two texts for a given purpose</li> <li>• Identify the key/supporting details from two texts for a given purpose</li> <li>• Use a method for managing and organizing selected information                             <ul style="list-style-type: none"> <li>• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</li> </ul> </li> </ul>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Student will recognize or recall specific vocabulary such as information, integrate, text, and topic; and identify important information from two grade-appropriate texts about the same topic.	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Regression	No or minimal growth Communicates ineffectively Difficulty using basic knowledge and skill Even with help, does not understand concept or skill

**NMCP Grade 4 Report Card Rubric: ELA**

<b>Standard: ELA: Reading: Foundational Skills</b>		
<i>Knows and applies grade-level phonics and word analysis skills in decoding words (RF.4.3)</i>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> • Decode multisyllable words • Read grade-appropriate irregularly spelled words	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> The student will perform basic processes, such as: • Demonstrate grade-appropriate phonics and word analysis skills in isolation	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. <ul style="list-style-type: none"> <li>• Difficulty using basic knowledge and skill</li> <li>• Even with help, does not understand concept or skill</li> <li>• Regression</li> <li>• No or minimal growth</li> <li>• Communicates ineffectively</li> </ul>	
<b>Standard: ELA: Reading: Foundational Skills:</b>		
<i>Reads accurately and fluently to support comprehension (RF.4.4)</i>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> <li>• Read and comprehend grade-appropriate literature and informational text</li> <li>• Read grade-appropriate text with purpose and understanding</li> <li>• Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> </ul>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> The student will perform basic processes, such as: • Read grade-appropriate literature and informational text using teacher-directed comprehension strategies (for example, modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading) • Describe the purpose for reading a grade-appropriate text • Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies (for example, modeling, listening to recordings of others reading, recording and listening to self reading)	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. communicates ineffectively	No or minimal growth Com Difficulty using basic knowledge and skill Even with help, does not understand concept or skill: Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Writing Production and Distribution</b> Produces clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (W.4.4)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Produce clear and coherent grade-appropriate writing in which the development and organization are appropriate to task, purpose and audience (for example, opinion informative/explanatory, narrative, and research writing.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Describe the task, purpose, and audience for a given writing task, or produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer.	Needs help /Inconsistent Making some progress Communicates in limited fashion Partial understanding of concepts and skills Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level Regression	No or minimal growth Communicates ineffectively Difficulty using basic knowledge and skill Even with help, does not understand concept or skill
<b>Standard: ELA: Writing Production and Distribution:</b> <i>Strengthens writing by planning, revising, editing and rewriting (W.4.5)</i>		
4.0	<u>Exceeds Standards:</u> The writer develops his or her own plan based on the model. The writer elaborates on a plan to draft. The writer revises many parts and drastically improves writing. The writer corrects most errors in English language and uses resources or seeks assistance to address uncertainties. The writer completes an impressive presentation of his or her written work with attention to format, style, illustration, and clarity.	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> The writer elaborates on the model for planning his or her writing. The writer uses a plan to draft. The writer finds places to revise so writing is improved. The writer corrects many errors in English language conventions. The writing includes adequate presentation efforts with illustration, format, and style.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> The writer uses a given model to plan his or her writing. The writer writes a minimal amount with some attention to his or her plan. The writer tries to revise. Some errors in English language conventions are corrected. Many are not corrected. The writer recopies his or her final draft with no extra presentation.	Needs help /Inconsistent Making some progress Communicates in limited fashion Partial understanding of concepts and skills Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> The writer makes little or no attempt to develop a plan for writing. The writer writes without attention to a plan or is unable to write. The writer quickly finishes his or her writing activities and finds no places to revise. The writer demonstrates no attention to correcting grammar, usage, mechanics, or spelling errors. The writer	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Writing Research to Build and Present Knowledge</b>		
<i>Conducts short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</i>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u>	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
	presents his or her revised and edited draft as the final version.	

<b>Standard: ELA: Listening and Speaking: Comprehension and Collaboration</b>		
<i>Recounts or describes main ideas and details from text read aloud (SL.2.2;SL.2.4)</i>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Summarize key ideas or details from a grade-appropriate text read aloud or information presented orally or through other media (SL.2.2)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing.	Needs help Making some progress Communicates in limited fashion Partial understanding of concepts and skills Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Writing Research to Build and Present Knowledge</b>		
Conducts short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Overall research is a collection of facts loosely related to the research question.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
<b>Standard: ELA: Writing Research to Build and Present Knowledge</b>		
Takes notes when gathering information from print/digital sources and personal experiences: categorizes information and provides a list of sources (W.4.8)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Takes notes when gathering information from print/digital sources and personal experiences: categorizes information and provides a list of sources	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Minimal notes, categorizing, and or list of resources is complete	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Language</b> Demonstrates a command of the grade-level conventions of standard English grammar and usage. (L.4.1)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Use relative pronouns and adverbs. Form and use the progressive verb tenses. Use modal auxiliaries. Order adjectives within a sentence. Use prepositional phrases. Produce complete sentences, recognizing and correcting fragments and run-ons. Correctly use frequently confused words. Use correct capitalization. Use commas and quotation marks to reflect dialogue. Use a comma and conjunction in a compound sentence. The above performed consistently in writing.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> The student will recognize or recall specific vocabulary, demonstrate conventions in isolation, or correct in response to teacher feedback.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

Standard: ELA: Language		
Acquires and uses grade-level appropriate vocabulary. (L.4.3)		
4.0	<p><u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts</p>	<p>Demonstrates model work Articulates concept effectively &amp; with sophistication Applies knowledge into multiple contexts</p>
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><u>The student is able to:</u></p> <ul style="list-style-type: none"> <li>• The student will use grade-appropriate knowledge of language and conventions when writing, speaking, reading and listening:</li> <li>• Choose words , phrases, and punctuation that convey ideas precisely</li> <li>• Explain why certain contexts call for formal English and why informal discourse is appropriate in other situations.</li> <li>• Use context as a clue to the meaning of a grade appropriate word or phrase.</li> <li>• Use context to confirm or self-correct word recognition and understanding (RF 4.4c)</li> <li>• Use common, grade0appropriate Greek and Latin affixes and roots as clues to the meaning of a word (L.4.4b)</li> </ul>	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<p><u>Approaching Standards:</u></p> <ul style="list-style-type: none"> <li>• Choose words, phrases, and punctuation baes on teacher an peer feedback</li> <li>• Recognize or recall contexts that call for formal and informal uses of English</li> <li>• Demonstrate the use of context clues using structured sentences in isolation</li> <li>• Recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.</li> </ul>	<p>Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard</p>
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<p><u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill</p>	<p>No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression</p>

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Language</b> <b>Applies correct spelling of grade-level words in written work. (L.4.1)</b>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> <ul style="list-style-type: none"> <li>• Correctly use frequently confused grade-appropriate words. (L.4.1g)</li> <li>• Spell grade-appropriate words correctly when writing, consulting references as needed (L.4.2d)</li> </ul>	For Example: to, too, two; there, their, they're
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Spell grade-appropriate words correctly in isolation	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
<b>Standard: ELA: Listening and Speaking</b> <b>Comprehension and Collaboration: Paraphrases a text read aloud or information presented in various formats. (SL.4.3)</b>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Comprehension and Collaboration: Paraphrases a text read aloud or information presented in various formats.	Diverse grade-appropriate media and formats, including visually quantitately and orally
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Paraphrase a text or presented information using a teacher-provided template.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Listening and Speaking</b>		
Presentation of knowledge and Ideas: Presents information with appropriate facts and relevant descriptive details (SL.4.4)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes	Diverse grade-appropriate media and formats, including visually quantitatively and orally
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Write a grade-appropriate speech using a teacher-provided graphic organizer of template.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression
<b>Standard: ELA: Listening and Speaking</b>		
Presentation of Knowledge and Ideas: Speaks clearly with appropriate pace, volume and expression. (SL.4.4)		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Speaks clearly with appropriate pace, volume and expression.	Diverse grade-appropriate media and formats, including visually quantitatively and orally
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Pace, volume, or expression may make speech difficult to comprehend or follow.	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression

## NMSD Grade 4 Report Card Rubric: ELA

<b>Standard: ELA: Listening and Speaking: Presentation of Knowledge and Ideas</b> <i>Presents information with appropriate facts and relevant descriptive details; expresses complete thoughts, feelings, and ideas clearly (SL.2.3;SL.2.5;SL.2.6)</i>		
4.0	<u>Exceeds Standards:</u> Student exceeds expectations by independently applying and utilizing concepts and skills. In-depth understanding of concepts	Demonstrates model work Articulates concept effectively & with sophistication Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<u>The student is able to:</u> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (SL.2.5)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<u>Approaching Standards:</u> Has not yet met standards, but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents, and/or peers is needed. Growth is ongoing. Partial understanding of concepts and skills	Needs help Making some progress Communicates in limited fashion Inconsistent Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<u>Well Below Standard at this time:</u> Student is making minimal or no progress towards meeting grade expectations. The student's work is typically at the 1 level. Difficulty using basic knowledge and skill	No or minimal growth Communicates ineffectively Even with help, does not understand concept or skill Regression