



GRADING	TRIMESTERS
<p>4 = Exceeds standards. Extends key concepts, processes, and skills. Student performance demonstrates an understanding of the knowledge and skills beyond expectations and consistently shows evidence of higher level thinking.</p> <p>3 = Achieves standards. Consistently grasps and applies key concepts, processes, and skills. Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.</p> <p>2 = Approaching standards. Beginning to grasp and apply key concepts, processes, and skills. Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.</p> <p>1 = Needs support. Not grasping key concepts, processes, and essential skills. Area of concern that requires support. Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level</p>	<p>D = December</p> <p>M = March</p> <p>J = June</p>
<p>BLANK = Not assessed at this time.</p>	<p>+ = Showing progress toward standard</p>

Comments	
December	
March	
June	

LANGUAGE ARTS LITERACY	D	M	J
READING			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1 & RI.4.1)			
Determine the meaning of words and phrases as they are used in a text, including general academic and domain-specific words or phrases in a text. (RL.4.4 & RI.4.4)			
Genre: Literature			
Determines a theme of a story, drama, or poem from details in the text; summarizes the text. (RL.4.2)			
Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)			
Compares and contrasts the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. (RL.4.6)			
Genre: Informational Text			
Determines the main idea of a text and explain how it is supported by key details. (RI.4.2)			
Describes the overall structure (ex. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)			
Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)			

WRITING	D	M	J
Genre: Narrative			
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences or events. (W.4.3.A,C,E)			
Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.B)			
Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.D)			
Genre: Informative/Explanatory			
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and media when useful to aiding comprehension; link ideas within categories of information using words and phrases (e.g., another, for example, also, because) provide a concluding statement or section related to the information or explanation presented. (W.4.2.A,C,E)			
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.B)			
Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.D)			
Genre: Opinion			
Introduce a topic or text clearly and state an opinion; provide a concluding statement or section related to the opinion presented. (W.4.1.A,D)			
Create an organizational structure in which related ideas are grouped to support the writer's purpose; link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1.A,C)			
Provide reasons that are supported by facts and details. (W.4.1.B)			
All Genres			
Shows evidence of grade level spelling, grammar, punctuation, and editing strategies. (L.4.1, 4.2)			

SPEAKING AND LISTENING	D	M	J
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) by building on others' ideas and expressing own ideas clearly. (SL.4.1)			

MATHEMATICS	D	M	J
Operations and Algebraic Thinking			
Use the four operations with whole numbers to solve problems. (4.OA.1-3)			
Gain familiarity with factors and multiples. (4.OA.B.4)			
Generate and analyze patterns. (4.OA.C.5)			
Numbers and Operations in Base Ten			
Generalize place value understanding for multi-digit whole numbers. (4.NBT.A1-3)			
Use place value understanding and properties of operations to perform multi-digit arithmetic. (4.NBT.B 4-6)			
Numbers and Operations-Fractions			
Extend understanding of fraction equivalence and ordering. (4.NF.A. 1-2)			
Build fractions from unit fractions. (4.NF.B.3-4)			
Understand decimal notation for fractions, and compare decimal fractions. (4.NF.C.5-7)			
Measurement and Data			
Solve problems involving measurement and conversion of measurements. (4.MD.A.1-3)			
Represent and interpret data. (4.MD.B.4)			
Geometric measurement: understand concepts of angle and measure angles. (4.MD.C.5-7)			
Geometry			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G.A.1-3)			

SCIENCE	D	M	J
Physical Science: Energy and Heat; Motion; Electricity			
Physical Science - Demonstrates understanding of concepts			
Physical Science - Participates to solve scientific investigations			
Life Science: Plants and Animals; Ecosystems			
Life Science - Demonstrates understanding of concepts			
Life Science - Participates to solve scientific investigations			
Earth Science: Earth's Resources			
Earth Science - Demonstrates understanding of concepts			
Earth Science - Participates to solve scientific investigations			

SOCIAL STUDIES	D	M	J
Demonstrates understanding of concepts			
Participates in classroom discussions and activities			

BEHAVIORS THAT SUPPORT LEARNING	D	M	J
C = Consistently U = Usually S = Sometimes I = Infrequently			
Work Habits			
Follows oral directions			
Is organized and comes to class prepared with needed materials			
Produces best work			
Demonstrates perseverance			
Follows written directions			
Works independently			
Works cooperatively & attentively during partner/group work			
Maintains attention to teacher-directed lessons			
Makes effective use of time			
Participates in class			
Completes classwork			
Completes homework			
Social Skills			
Follows school rules			
Respects & deals appropriately with rights, needs and feelings of others			
Demonstrates self-control			
Accepts responsibility for own actions			

Special Content Area

ART	D	M	J
The Art Program is designed to foster and extend the creative thinking of each student through the creation of art.			
Identifies and demonstrates the elements of Art.			
Demonstrates the skills and ability to produce two and three dimensional works of art.			
Participates in group discussion using visual arts vocabulary to demonstrate understanding of art work, tools, mediums, and processes.			
Demonstrates the ability to use art tools in a safe and effective manner.			
Participates with effort, follows directions and shows respect.			
December Comment:			
March Comment:			
June Comment:			

MUSIC	D	M	J
The Music Program promotes an appreciation and enjoyment of varieties of music. Students will develop positive self-esteem by creating, performing, and responding to music.			
Demonstrates understanding of musical elements through performance.			
Connects to music by creating musical ideas, analyzing written music, and responding to recordings.			
Participates with effort and follows directions.			
BAND: Participates with effort, demonstrates mastery of skills, and is prepared for class.			
December Comment:			
March Comment:			
June Comment:			

PHYSICAL EDUCATION	D	M	J
The Physical Education Program strives to provide each student with the knowledge needed to make healthy lifestyle choices.			
Participates with effort, cooperates, and follows directions.			
Explains and performs movement skills with developmentally appropriate control in isolated and controlled settings.			
Identifies and demonstrates components of good sportsmanship.			
Differentiates when to use competitive and cooperative strategies in games, sports, and other movement activities.			
December Comment:			
March Comment:			
June Comment:			

HEALTH EDUCATION	D	M	J
The Health Education Program strives to provide each student with the knowledge needed to make healthy lifestyle choices.			
Participates in group discussions and follow directions.			
Identifies correct health vocabulary terminology.			
Demonstrates how to express emotions in age appropriate ways.			
Demonstrates understanding of the fundamental concepts and behaviors that contribute to wellness.			
December Comment:			
March Comment:			
June Comment:			

LIBRARY/MEDIA	D	M	J
The Library/Media Program focuses on developing a love of reading, fostering an appreciation of literature, and acquiring technology and information skills.			
Formulates meaningful, thought-provoking questions and keywords related to an identifiable information need.			
Locates and access information (in print and online) through methods demonstrated in class, appropriate to grade level.			
Evaluates and verifies information for credibility, accuracy, and validity.			
Refines search strategies and information literacy processes when necessary and demonstrates persistence and perseverance when problem solving.			
Works collaboratively and individually in an effort to gain information, expand ideas, and to share knowledge through group discussion, research, or class activities.			
Demonstrates accountability, responsibility, and ethical behaviors in the use of technology and other resources.			
December Comment:			
March Comment:			
June Comment:			

STEM4	D	M	J
The STEM (Science, Technology, Engineering, Mathematics) Program provides students with the knowledge and skills that they will need as they move into college and careers, in order to solve the problems of the 21st Century and beyond.			
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.			
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.			
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			
December Comment:			
March Comment:			
June Comment:			