Proficiency Scales

Language Arts Grade 4
2020

SOUTHWESTERN UNION

EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels

Level One (Recall)
Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, State, Name, Repeat, Tabulate, Report, Tell, Use, Recall, Recognize, Quote, Recite, Match

Level Two (Skill/Concept)
Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking)
Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Compare, Explain Phenomena in Terms of Concepts, Formulate, Investigate, Draw Conclusions, Hypothesize, Differentiate, Cite Evidence

Level Four (Extended Thinking)
Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Center
Describe, Explain, Interpret

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS
for READING DOMAINS

3 - 5

Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Phonics and Word Recognition**	Grade: **4**

| **Standard:** LA.4.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *(e.g., roots and affixes)* to accurately read unfamiliar grade-appropriate multisyllabic words in context **DOK 2** **I can read unfamiliar words that have more than one syllable.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affix, correspondence, letter, multisyllabic, root, sound, syllabication, word* The student will perform basic processes, such as: • Apply grade-level phonics and word analysis skills when decoding words in isolation • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *(e.g., roots and affixes)* to accurately read unfamiliar grade-appropriate multisyllabic words in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Fluency**	Grade: **4**

| **Standards:** LA.4.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b)
 LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c)
 LA.4.RF.4 Use silent reading strategies |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0	The student will:
	• Read grade-appropriate text with purpose and understanding **DOK 2**
	  I can read and understand fourth grade texts.
	• Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **DOK 2**
	  I can read fourth grade books and poems aloud accurately, at the right speed, and with expression.
	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary **DOK 2**
	  I can use what I understand from my reading to help me figure out or correct words I am having trouble with.	

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Accuracy, confirm, context, expression, meaning, orally, poetry, prose, purpose, rate, self-correct, silent reading, strategy, text, word* The student will perform basic processes, such as: • 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 *(e.g., modeling, listening to recordings of others reading, recording and listening to self reading)* • Identify words that help to determine the meaning from context • Use silent reading strategies *(e.g., by following print during read-alouds, rereading texts)*	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **4**
	Strand: **Key Ideas and Details**	

Standards: LA.4.RL.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)

LA.4.RI.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Refer to details and examples in a grade-appropriate story or informational text when explaining what the text says explicitly and when drawing inferences from the text **DOK 3** **I can explain a story or informational text by referring to details and examples in the text.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Detail, example, explicit, inference, logical, refer, text* The student will perform basic processes, such as: • Describe what a grade-appropriate story or informational text says explicitly and draw logical inferences	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **4** Strand: **Key Ideas and Details**		
Standards: LA.4.RL.2 Identify a theme of a story, drama, or poem; summarize the text (RL.4.2) LA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: - Describe the theme or main idea of a grade-appropriate piece of literature or informational text from details in the text **DOK 3** **I can figure out the theme or main idea of a text by thinking about the details in the text.** - Summarize a grade-appropriate piece of literature or informational text **DOK 3** **I can summarize a text in my own words.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: *Central idea, detail, summarize, support, text, theme* The student will perform basic processes, such as: - Determine the theme or main idea of a grade-appropriate piece of literature or informational text - Identify details that support a teacher-provided theme or main idea of a grade-appropriate piece of literature or informational text - Summarize a grade-appropriate piece of literature or informational text using a teacher-provided graphic organizer *(e.g., The theme or main idea of the text is _____. Details that support the theme or main idea include: _____.)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Key Ideas and Details**	Grade: **4**

Standards: LA.4.RL.3 Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)

LA.4.RI.3   Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe in depth a character, setting, or event in a grade-appropriate story or drama, drawing on specific details in the text *(e.g., a character's thoughts, words, or actions)* **DOK 2** **I can use specific details in a story or drama to help me describe a character, setting, or event in the text.** • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical grade-appropriate text, including what happened and why, based on specific information in the text **DOK 3** **I can use specific information in a text to explain events, procedures, ideas, or concepts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Action, character, concept, detail, drama, event, historical, idea, information, procedure, scientific, setting, story, support, technical, text, thought* The student will perform basic processes, such as: • Recognize or recall specific characters, settings, or events from a grade-appropriate story or drama • Identify details that support the description of a character, setting, or event in a grade-appropriate story or drama • Recognize or recall events, procedures, ideas, or concepts in a grade-appropriate informational text • Map events, procedures, ideas, or concepts in a grade-appropriate informational text using a teacher-provided template or graphic organizer *(e.g., complete a graphic organizer template to show the connection between the events, procedures, ideas, or concepts in an informational text)*

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **4**
	Strand: **Craft and Structure**

Standards: LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)
LA.4.RI.4 Determine the meaning of content-specific words and phrases in context (RI.4.4)
LA.4.L.6 Acquire and use content-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic (L.4.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Interpret the meaning of words and phrases as they are used in grade-appropriate literature that allude to significant characters found in mythology *(e.g., Herculean)* **DOK 3** **I can figure out the meanings of words and phrases an author uses.** • Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area **DOK 3** **I can figure out the meanings of words and phrases in science and social studies texts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Academic, action, basic, domain-specific, emotion, interpret, meaning, phrase, state of being, text, word* The student will perform basic processes, such as: • Determine the meaning of words and phrases as they are used in grade-appropriate literature • Identify words and phrases in grade-appropriate literature that allude to significant characters found in mythology • Describe the background of teacher-provided allusions *(e.g., Hercules was capable of great feats of strength)* • Determine the meaning of general academic and domain-specific words or phrases relevant to a grade 4 topic or subject area in isolation • Acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or

		states of being *(e.g., quizzed, whined, stammered)* and that are basic to a particular topic *(e.g., wildlife, conservation, and endangered when discussing animal preservation)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and scorI ce 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **4**
	Strand: **Craft and Structure**	

Standards: LA.4.RL.5 Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)

LA.4.RI.5   Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (RI.4.5)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain major differences between poems, drama, and prose **DOK 2** **I can write or talk about the differences between poems, plays, and stories.** • Refer to the structural elements of poems *(e.g., verse, rhythm, meter)* and drama *(e.g., casts of characters, settings, descriptions, dialogue, stage directions)* when writing or speaking about a grade-appropriate text **DOK 3** **I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of literature.** • Describe the overall structure *(e.g., chronology, comparison, cause/effect, problem/solution)* of events, ideas, concepts, or information in a grade-appropriate informational text or part of a grade-appropriate informational text **DOK 2** **I can describe the organization (time, order, comparison, cause & effect, or problem & solution) of events, ideas, concepts, or information in information texts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Cause/effect, cast of characters, chronology, comparison, concept, description, dialogue, drama, event, idea, information, meter, poem, problem/solution, prose, refer, rhythm, setting, stage direction, structural element, structure, text, verse* The student will perform basic processes, such as: • Recognize or recall grade-appropriate examples of poems, drama, and prose

		• Recognize or recall characteristics of poems, drama, and prose • Identify grade-appropriate examples of informational text structure *(e.g., chronology, comparison, cause/effect, problem/solution)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

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Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Craft and Structure**	Grade: **4**

Standards: LA.4.RL.6 Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)
        LA.4.RI.6   Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Compare and contrast the point of view from which different grade-appropriate stories are narrated, including the difference between first- and third-person narrations **DOK 3** **I can compare and contrast different stories by thinking about the points of view from which they are told.** • Compare and contrast a firsthand and secondhand account of the same grade-appropriate event or topic; describe the differences in focus and the information provided **DOK 3** **I can compare and contrast the information given in a firsthand account (a person who was present) and secondhand account (a person who was not present, but was told) of the same event or topic.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Account, compare, contrast, event, firsthand, first person, focus, information, narrate, narration, point of view, secondhand, story, third person, topic* The student will perform basic processes, such as: • Recognize or recall the differences between first- and third-person narrations in grade-appropriate stories • Describe firsthand and secondhand accounts of the same event
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **4**
	Strand: **Integration of Knowledge and Ideas**	

Standards: LA.4.RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)

LA.4.RI.7 Interpret information presented visually, orally, or qualitatively (e.g., charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)

LA.4.RL.9 Make connections between a text and personal life experiences and other texts

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Make connections between the text of a grade-appropriate story or drama and a visual or oral presentation of the text *(e.g., identifying where each version reflects specific descriptions and directions in the text)* **DOK 3** **I can make connections between a written text and a visual or oral presentation of the same text.** • Explain how information presented visually, orally, or quantitatively *(e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages)* contributes to an understanding of the grade-appropriate text in which it appears **DOK 3** **I can figure out, understand, and use information from charts, graphs, diagrams, timelines, animations, or other internet presentations to help me explain my understanding of informational texts.** • Make connections between texts and personal life experiences **DOK 3** **I can tell how some of my experiences are similar to texts I read.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Animation, chart, compare, contrast, description, diagram, difference, direction, drama, graph, information, interactive element, oral, quantitative, similarity, story, text, timeline, version, visual, web page* The student will perform basic processes, such as: • Recognize or recall similarities and differences between a written version and visual representation of the same grade-appropriate story • Interpret information presented visually, orally, or quantitatively *(e.g., in charts,*

		graphs, diagrams, timelines, animations, or interactive elements on Web pages) • Make connections between a text and personal life experiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **4**
Strand: **Integration of Knowledge and Ideas**

Standard: LA.4.RI.8 Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Explain how an author uses reasons and evidence to support particular points in a grade-appropriate informational text **DOK 3** **I can explain how an author uses reasons and evidence to support particular points in informational texts.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Author, evidence, point, reason, support, text* The student will perform basic processes, such as: • Identify the reasons and evidence used to support particular points in a grade-appropriate informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **4**
	Strand: **Integration of Knowledge and Ideas**	

Standards: LA.4.RL.8 Compare and contrast literature with similar themes and topics from different cultures (RL.4.9)

   LA.4.RI.9   Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will:	
	• Compare and contrast the treatment of similar themes and topics *(e.g., opposition of good and evil)* and patterns of events *(e.g., the quest)* in grade-appropriate stories, myths, and traditional literature from different cultures **DOK 3** **I can compare and contrast how authors from different cultures write about similar themes (good vs. evil) and patterns of events (the quest) in stories, myths, and traditional literature.** • Integrate information from two grade-appropriate informational texts on the same topic in order to write or speak about the subject knowledgeably **DOK 3** **I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Compare, contrast, culture, event, information, integrate, literature, pattern, quest, similar, story, text, theme, topic, traditional, treatment* The student will perform basic processes, such as: • Identify examples of themes, topics, and patterns of events in grade-appropriate stories, myths, and traditional literature from different cultures • Identify important information from two grade-appropriate informational texts about the same topic	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **4** Strand: **Range of Reading and Level of Text Complexity**		
Standards: LA.4.RL.10 Select literature that reflects the teachings in God's Word LA.4.RI.10 Select informational text that affirms the teachings in God's Word LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development LA.4.RI.13 Read literary nonfiction for personal growth and spiritual development		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Read literature for pleasure, personal growth, and spiritual development **DOK 3** **I can read literature for pleasure, personal growth, and spiritual development.** • Read informational texts for personal growth and spiritual development **DOK 3** **I can read informational texts for personal growth and spiritual development.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Affirm, development, God's Word, growth, information, literature, personal, pleasure, select, spiritual, teachings, text* The student will perform basic processes, such as: • Select literature and informational texts that affirm the teachings in God's Word	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **4**   Strand: **Range of Reading and Level of Text Complexity**

Standards: LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)
          LA.4.RI.11   Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity, independently and proficiently (RI.4.10)
          LA.4.RL.12 Self-monitor reading strategies and make modifications as needed
          LA.4.RI.12   Self-monitor reading strategies and make modifications as needed

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read and comprehend grade-appropriate literature and informational text *(e.g., stories, drama, poetry, history/social studies, science, and technical texts),* self-monitoring reading strategies and making modifications as necessary **DOK 3** **I can read and understand fourth grade literature and informational texts independently.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Informational, literature, text* The student will perform basic processes, such as: • Read grade-appropriate literature and informational text using teacher-directed comprehension strategies *(e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **4**

| **Standards:** LA.4.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)
LA.4.W.4 Produce writing that honors God and affirms the principles in His Word |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write opinion pieces that: introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; provide reasons that are supported by facts and details; link opinion and reasons using words and phrases *(e.g., for instance, in order to, in addition)*; provide a concluding statement or section related to the opinion presented **DOK 3** **I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, concluding statement, detail, fact, His Word, honor, idea, information, introduce, link, opinion, organizational structure, point of view, phrase, purpose, reason, support, teachings, text, topic* The student will perform basic processes, such as: • Write opinion pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. I think this about my topic: _____ because _____.)* • Produce writing that honors God and affirms the teachings in His Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **4**

Standards: LA.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked within categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., headings), illustrations and multimedia when useful, and a conclusion (W.4.2)
LA.4.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write informative/explanatory texts that: introduce a topic clearly and group related information in paragraphs and sections; include formatting *(e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; link ideas within categories of information using words and phrases *(e.g., another, for example, also, because)*; use precise language and domain-specific vocabulary to inform about or explain the topic; provide a concluding statement or section related to the information or explanation presented **DOK 3** **I can write to inform/explain topics or ideas to others clearly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, category, comprehension, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formatting, heading, His Word, honor, idea, illustration, inform, information, informative/explanatory, introduce, link, multimedia, paragraph, phrase, precise, quotation, related, teachings, topic* The student will perform basic processes, such as: • Write informative/explanatory pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Things I know about my topic: _____.)* • Produce writing that honors God and affirms the teachings in His Word

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **4**

Standards: LA.4.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, transitions, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.4.3)
LA.4.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write narratives that: orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and description to develop experiences and events or show the responses of characters to situations; use a variety of transitional words and phrases to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events **DOK 3** **I can write stories with good technique, detailed descriptions, and a clear sequence.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, character, conclusion, concrete, convey, description, detail, dialogue, event, experience, His Word, honor, narrative, narrator, organize, orient, phrase, precise, response, sensory, sequence, situation, teachings, technique, transition* The student will perform basic processes, such as: • Write narrative pieces using a teacher-provided template or graphic organizer *(e.g., My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.)* • Identify examples of transitional words and phrases • Produce writing that honors God and affirms the teachings in His Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **4**

Standards: LA.4.W.5 Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)

LA.4.W.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.4.10)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Produce clear and coherent grade-appropriate writing in which the development and organization are appropriate to task, purpose, and audience *(e.g., opinion, informative/explanatory, narrative, and research writing)* **DOK 3** **I can produce clear and organized writing that is appropriate for my purpose, audience, and task.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, task* The student will perform basic processes, such as: • Identify task, purpose, and audience for writing • Produce writing appropriate to task and purpose using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Write routinely over extended time frames *(e.g., time for research, reflection, and revision)* and shorter time frames *(e.g., a single sitting or a day or two)* for a range of discipline-specific tasks, purposes, and audiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **4**

Standards: LA.4.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)

      LA.4.W.7 With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.4.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0		The student will:
		• Develop and strengthen grade-appropriate writing by planning, revising, and editing **DOK 3**
		  I can plan, revise, and edit my writing with the help of peers and adults.
		• Use technology, including the Internet, to produce and publish grade-appropriate writing *(e.g., using keyboarding skills),* as well as to interact and collaborate with others **DOK 2**
		  I can use technology to create and publish my writing and to communicate and collaborate with others.

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Edit, collaborate, interact, Internet, keyboarding, plan, publish, revise, technology* The student will perform basic processes, such as: • Plan writing using a teacher-provided planning template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Revise and edit writing based on teacher and peer feedback • Demonstrate the features of various grade-appropriate technologies *(e.g., word processor, email, chat room)* • Demonstrate basic use of a keyboard *(e.g., type a minimum of one page in a single sitting)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **4**

| **Standard:** LA.4.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Demonstrate proper formation of uppercase and lowercase letters in manuscript and cursive writing *(e.g., follow common language of letter formation as letters are formed)* **DOK 1** **I can write uppercase and lowercase letters in manuscript and cursive correctly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Form, handwriting, lowercase letters, margin, paragraph, sentence, space, uppercase letters, word, write* The student will perform basic processes, such as: • Demonstrate common conventions of handwriting *(e.g., margins, headings)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **4**

| **Standard:** LA.4.W.9 Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Conduct short grade-appropriate research projects that build knowledge through investigation of different aspects of a topic **DOK 3** **I can conduct short research projects to help me learn about topics through investigation.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Aspect, investigation, knowledge, question, research, research project, topic* The student will perform basic processes, such as: • Use teacher-provided sources to answer grade-appropriate research questions • Demonstrate each step of the research process in isolation using a teacher-provided template *(e.g., generate appropriate keyword searches, locate appropriate sources, record information related to topic)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **4**

Standards: LA.4.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources (W.4.8) LA.4.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Recall relevant information from experiences or gather relevant information from grade-appropriate print and digital sources **DOK 2** **I can recall what I have learned or find new information from books or technology to help me with my research.** • Take notes, categorize information, and provide a list of sources **DOK 3** **I can take notes to help me organize the research in my writing, and provide a list of sources that I used for gathering information for my writing.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Categorize, digital, experience, information, notes, print, recall, relevant, source* The student will perform basic processes, such as: • Gather and record information from grade-appropriate print and digital sources using a teacher-provided template • Categorize information into teacher-provided categories	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **4**

Standard: LA.4.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agree-upon rules and carry out assigned roles; pose and respond to questions to clarify and follow up on information; review key ideas (SL.4.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly *(e.g., come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; review the key ideas expressed and explain their own ideas and understanding in light of the discussion)* **DOK 3** **I can effectively participate in different types of discussions and with different people.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Clarify, contribute, discussion, diverse, explicit, idea, information, link, pose, preparation, question, respond, role, text, topic* The student will perform basic processes, such as: • Follow agreed-upon rules for discussions and carry out assigned roles • Participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • Prepare for participation in a discussion *(e.g., read or study required material)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **4**

Standards: LA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2)
　　　　　LA.4.SL.3 Identify reasons and evidence a speaker provides to support particular points (SL.4.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Paraphrase portions of a grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally **DOK 3** **I can paraphrase text that is read aloud or information that is presented to me.** • Identify the reasons and evidence a speaker provides to support particular points **DOK 2** **I can identify the reasons or evidence that a speaker gives to support his/her points.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Diverse, evidence, format, information, media, orally, paraphrase, point, quantitative, reason, support, text, visual* The student will perform basic processes, such as: • Paraphrase a grade-appropriate text or presented information using a teacher-provided template • Identify the reasons a speaker provides to support particular points
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **4**

Standards: LA.4.SL.4 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; speak clearly at an understandable pace (SL.4.4)

LA.4.SL.7 Demonstrate reverence to God when speaking and listening

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Report on a grade-appropriate topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support main ideas or themes **DOK 2** **I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • Descriptive, detail, experience, fact, God's Word, main idea, organized, prayer, recount, relevant, report, reverence, story, support, text, theme, topic The student will perform basic processes, such as: • Write a grade-appropriate speech using a teacher-provided graphic organizer or template *(e.g., My speech is about: _____. Details about the topic of my speech include: _____.)* • Speak clearly at an understandable pace • Demonstrate reverence when listening to God's Word and participating in prayer
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **4**

Standards: LA.4.SL.5 Use digital media for presentations when appropriate (SL.4.5)

LA.4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation (SL.4.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes **DOK 2** **I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.** • Use formal English and informal discourse where appropriate **DOK 2** **I can figure out when to use formal English and when it is appropriate to use informal English.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Audio, context, development, differentiate, discourse, enhance, formal English, informal, main idea, pace, presentation, theme, visual, visual aid* The student will perform basic processes, such as: • Use a visual aid for presentations • Differentiate between contexts that call for formal English *(e.g., presenting ideas)* and informal discourse *(e.g., small-group discussion)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **4**

Standard: LA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where, when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); produce complete sentences, correcting inappropriate fragments and run-ons (L.4.1)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) **DOK 2** **I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak.** • Form and use the progressive *(e.g., I was walking; I am walking; I will be walking)* verb tenses **DOK 2** **I can correctly write and use progressive verb tenses (I was walking, I am walking, I will be walking).** • Use modal auxiliaries *(e.g., can, may, must)* to convey various conditions (e.g., childhood) **DOK 2** **I can use auxiliary words to show different conditions (can, may, must).** • Order adjectives within sentences according to conventional patterns *(e.g., a small red bag rather than a red small bag)* **DOK 2** **I can use the common patterns I have learned about adjectives to order them correctly in sentences.** • Form and use prepositional phrases **DOK 2** **I can correctly write and use prepositional phrases.** • Correctly use frequently confused grade-appropriate words *(e.g., to, too, two; there, their)* **DOK 2** **I can correctly use commonly confused words (to, too, two; there, their).**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adjective, condition, convention, conventional, grammar, modal auxiliary, prepositional phrase, progressive verb tense, relative adverb, relative pronoun,*

		sentence, usage
		The student will perform basic processes, such as: • Use grade-appropriate grammar and usage in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

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Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **4**

| **Standard:** LA.4.L.1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</u> use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); <u>produce complete sentences, correcting inappropriate fragments and run-ons</u> (L.4.1) |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Produce complete grade-appropriate sentences, recognizing and correcting inappropriate fragments and run-ons in context **DOK 2** **I can write complete sentences.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Complete sentence, fragment, run-on* The student will perform basic processes, such as: • Correct grade-appropriate sentences in isolation for inappropriate fragments and run-ons	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **4**

Standard: LA.4.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation</u>, and spelling <u>when writing: use commas and quotation marks to denote direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence</u>; spell grade-appropriate words, consulting references as needed (L.4.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0		The student will:
		• Use correct capitalization **DOK 2**
		  I can correctly use capitalization in all of my writing.
		• Use commas and quotation marks to mark direct speech and quotations from a text **DOK 2**
		  I can use commas and quotation marks to show direct speech and quotations from a text.
		• Use a comma before a coordinating conjunction in a compound sentence **DOK 2**
		  I can correctly use a comma before a conjunction when connecting two simple sentences.

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Capitalization, comma, compound sentence, convention, coordinating conjunction, direct speech, quotation, quotation mark* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate conventions in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **4**

Standard: LA.4.L.2 <u>Demonstrate command of the conventions of standard English</u> capitalization, punctuation, and <u>spelling when writing</u>: use commas and quotation marks to denote direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; <u>spell grade-appropriate words, consulting references as needed</u> (L.4.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Spell grade-appropriate words correctly when writing, consulting references as needed **DOK 2** **I can use appropriate references to help me spell fourth grade words.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Confused, references* The student will perform basic processes, such as: • Spell grade-appropriate words correctly in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Knowledge of Language**	Grade: **4**

| **Standard:** LA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose precise words and phrases to convey ideas; punctuate for effect; differentiate between contexts that call for formal English and informal discourse (L.4.3) |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Choose words, phrases, and punctuation that convey ideas precisely **DOK 3** **I can choose interesting words, phrases, and punctuation to help others understand my ideas better.** • Explain why certain contexts call for formal English *(e.g., presenting ideas)* and why informal discourse is appropriate in other situations *(e.g., small-group discussion)* **DOK 3** **I can figure out when I need to use formal speech and when I can use informal speech.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Context, convey, discourse, discussion, formal English, idea, informal, phrase, precise, punctuation* The student will perform basic processes, such as: • Choose words, phrases, and punctuation based on teacher and peer feedback • Recognize or recall contexts that call for formal and informal uses of English *(e.g., presenting ideas vs. small-group discussion)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **4**

Standard: LA.4.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; consult print and digital references, including thesauruses, for pronunciation and meaning (L.4.4)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0		The student will:
		• Use context *(e.g., definitions, examples, or restatements in text)* as a clue to the meaning of a grade-appropriate word or phrase **DOK 2**
		  I can use context clues to figure out the meanings of words or phrases.
		• Use context to confirm or self-correct word recognition and understanding **DOK 2**
		  I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Clue, confirm, context, definition, example, meaning, phrase, restatement, self-correct, text, word* The student will perform basic processes, such as: • Demonstrate the use of context clues using structured sentences in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **4**

| **Standard:** LA.4.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; consult print and digital references, including thesauruses, for pronunciation and meaning (L.4.4) |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word *(e.g., telegraph, photograph, autograph)* **DOK 3** **I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Affix, clue, meaning, root, word* The student will perform basic processes, such as: • Recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **4**

Standard: LA.4.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies</u>: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; <u>consult print and digital references, including thesauruses, for pronunciation and meaning</u> (L.4.4)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Consult grade-appropriate reference materials *(e.g., dictionaries, glossaries, thesauruses)*, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **DOK 2** **I can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Clarify, dictionary, digital, glossary, meaning, phrase, precise, print, pronunciation, reference, thesaurus, word* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate reference materials in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **4**

Standard: LA.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: explain the meaning of simple similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; demonstrate understanding of words by relating them to their antonyms and synonyms (L.4.5)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain the meaning of simple similes and metaphors *(e.g., as pretty as a picture)* in context in a grade-appropriate text **DOK 3** **I can explain the meaning of simple similes and metaphors in context.** • Explain the meaning of common idioms, adages, and proverbs in a grade-appropriate text **DOK 3** **I can recognize and explain the meaning of common idioms, adages, and proverbs.** • Demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) **DOK 3** **I can understand words by relating them to their antonyms and synonyms.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Antonym, identical, meaning, opposite, relate, similar, synonym, word* The student will perform basic processes, such as: • Recognize or recall examples of simple similes and metaphors • Identify common idioms, adages, and proverbs in a grade-appropriate text • Recognize or recall antonyms and synonyms for grade-appropriate words
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	