

SJPS 4th Grade ELA Report Card Scales

Reading: Key Ideas and Details

<p>State Standard: 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 and RI.4.1 Report Card Standard Language: Refers to details and examples in text when explaining the meaning of and making inferences from the text.</p>	
4.0	In addition to the 3.0 score, I can demonstrate connections, inferences, and applications that go beyond what was taught or read by the end of the year.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • I can explain what I read using details from the text • AND I can formulate inferences citing evidence from the text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • I can explain what I read using details from the text, but I need help to make inferences using evidence from the text • OR I can make inferences using evidence from the text, but I need help to explain what I read using details from the text
1.0	<ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level

Reading: Key Ideas and Details

<p>State Standard: Determine the main idea or theme of a text, story, drama, or poem and explain how it is supported by key details; summarize the text. RL.4.2 and RI.4.2 Report Card Standard Language: Summarizes texts and explains the main idea or theme of a text and supports it with key details.</p>	
4.0	In addition to the 3.0 score, I can demonstrate connections, inferences, and applications that go beyond what was taught or read by the end of the year.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • I can identify the main idea or theme & supporting details • AND I can retell the passage by summarizing only the important ideas
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • I can identify the main idea or theme, but need help summarizing only the most important ideas • OR I can summarize using most important ideas, but need help identifying the main idea
1.0	<ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level

Reading: Integration of Knowledge and Ideas

<p>State Standard: 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 stories, myths, and traditional literature from different cultures.</p> <p>RL.4.9</p> <p>Report Card Standard Language: Compares and contrasts similar themes or topics and events in various texts.</p>	
4.0	In addition to the 3.0 score, I can identify the common theme in two or more texts and demonstrate connections, inferences, and applications that go beyond what was taught or read.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Find similarities and differences in themes from multiple genres with similar themes or topics
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Find similarities and differences in some genres, but need help finding them in multiple genres ● OR I can not find BOTH similarities and differences in text
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Reading: Integration of Knowledge and Ideas

<p>State Standard: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.7</p> <p>Report Card Standard Language: Interprets information (charts, graphs, diagrams, animations, etc.) within text and explains how that information aids in understanding of the text.</p>	
4.0	There is not a 4.0 score attainable for this standard.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Interpret text features (charts, graphs, diagrams, timelines, interactive elements etc) ● AND explain how it adds meaning to the whole of the text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Interpret text features (charts, graphs, diagrams, timelines, etc) ● OR explain how it adds meaning to the whole of the text
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level


Writing: Integration of Knowledge and Ideas

<p>State Standard: 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.</p> <p>W.4.10</p> <p>Report Card Standard Language: Writes short and extended pieces specific to the task, purpose, and audience that are well organized and developed.</p>	
4.0	In addition to the 3.0 score, I can strengthen my writing by editing and revising independently.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● I can write short and extended pieces in multiple content areas ● AND write a clearly developed and organized pieces ● AND write specifically to the task, purpose, and audience
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● I can write short and extended pieces in multiple content areas ● OR write a clearly developed and organized piece ● OR write specifically to the task, purpose, and audience
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Speaking and Listening: Comprehension and Collaboration

<p>State Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1</p> <p>Report Card Standard Language: Effectively communicates in collaborative discussions.</p>	
4.0	A score of 4.0 is not attainable for this standard.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Effectively communicate with my peers or small groups to explain my thinking ● AND ask and answer questions to contribute to the discussion ● AND reflect on new ideas presented in discussion
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Effectively communicate with my peers or small groups to explain my thinking ● OR ask and answer questions to contribute to the discussion ● OR reflect on new ideas presented in discussion
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Language: Presentation of Knowledge and Ideas

State Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 Report Card Standard Language: Uses strategies to determine meaning of unknown words or phrases.	
4.0	There is not a 4.0 score attainable for this standard.
3.0 	Students will be able to: <ul style="list-style-type: none">• Use context clues to determine the meaning of unknown words or phrases• AND apply knowledge of common affixes and root words to determine the meaning of unknown words and phrases• AND use digital or print reference materials to clarify the meaning of key words and phrases
2.0	Students will be able to: <ul style="list-style-type: none">• Use context clues to determine the meaning of unknown words or phrases• OR apply knowledge of common affixes and root words to determine the meaning of unknown words and phrases• OR use digital or print reference materials to clarify the meaning of key words and phrases
1.0	<ul style="list-style-type: none">• With help and reteaching, I have partial success at the 2.0 level