

Little Ferry School District – Report Card Rubrics

4th Grade - ELA, Science, SS, Math

Reading: Foundational Skills

Reads at grade level

Trimester	1	2	3	4
1st	Student is reading at the independent level of N or below	Student is reading at the independent level of O	Student is reading at the independent level of P	Student is reading at the independent level of Q or above
2nd	Student is reading at the independent level of O or below	Student is reading at the independent level of P	Student is reading at the independent level of Q	Student is reading at the independent level of R or above
3rd	Student is reading at the independent level of P or below	Student is reading at the independent level of Q	Student is reading at the independent level of R	Student is reading at the independent level of S or above

Written responses include supportive evidence from the text across the curriculum

Trimester	1	2	3	4
1st- 3rd	Student cannot respond to their reading using text evidence.	Student will respond to their reading by only restating. No text evidence was used.	Student will respond to their reading by restating and using text evidence.	Student will respond to their reading by restating and using text evidence and connect to self, world, or another source.

Reads with fluency (expression, phrasing, rate, accuracy)

Trimester	1	2	3	4
1 st - 3 rd	<ul style="list-style-type: none"> ● Student does not demonstrate fluency when reading target high frequency and decodable words. ● Lack of fluent reading is evident when reading level text. ● Student does not attend to spaces between words and punctuation. No expression. 	<ul style="list-style-type: none"> ● Student reads some target high frequency and decodable words. ● Student reads level text either too slowly or too quickly. ● Student uses little to no expression and sometimes attends to punctuation. 	<ul style="list-style-type: none"> ● Student consistently reads target high frequency and decodable words accurately with appropriate pacing. ● Student pauses briefly between words. ● Student attends to ending punctuation and attaches expression to punctuation. 	<ul style="list-style-type: none"> ● Student reads consistently above grade level high frequency and decodable words accurately and with appropriate pacing. ● Student attends to internal and ending punctuation. ● Reading is fluent and accurate; expression is matched to the mood, character's feeling or actions in text.

Reads with comprehension (using literal and inferential skills)

Trimester	1	2	3	4
1 st - 3 rd	<ul style="list-style-type: none"> ● Student rarely demonstrates literal understanding of stories and informational texts. ● Student is unable to make inferences based on text. 	<ul style="list-style-type: none"> ● Student sometimes demonstrates literal understanding of stories and informational texts. ● Student sometimes is able to make inferences based on text. 	<ul style="list-style-type: none"> ● Student consistently demonstrates literal understanding of grade level text and informational text. ● Student is consistently able to make inferences based on text 	<ul style="list-style-type: none"> ● Student consistently demonstrates literal understanding of above grade level text and informational text. ● Student consistently demonstrates skills and makes inferences based on a higher level text.

Demonstrates stamina during independent reading

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student reads for minimal amount of the allotted time • Student stays in Reading spot for minimal time 	<ul style="list-style-type: none"> • Student reads for most of the allotted time • Student stays in Reading spot most of the time. 	<ul style="list-style-type: none"> • Student shows visible evidence of reading independently for the allotted time • Student stays in Reading spot the entire time. 	<ul style="list-style-type: none"> • Student consistently takes out independent book without being prompted.

Uses reading strategies to comprehend text across the curriculum

Trimester	1	2	3	4
1 st - 3 rd	Student rarely uses appropriate grade level reading strategies to demonstrate comprehension.	Student sometimes uses appropriate grade level reading strategies to demonstrate comprehension.	Student consistently uses appropriate grade level reading strategies to demonstrate comprehension.	Student consistently uses appropriate grade level reading strategies to demonstrate comprehension of above grade level text.

Writing and Language

Writes with organization, focus, and clarity and elaborates by using details and descriptions

Trimester	1	2	3	4
1-3	<p>Rarely even with guidance</p> <ul style="list-style-type: none"> Writes a piece to explain ideas and information. Introduces a topic and organizes the information clearly. Develops a topic with details and facts. Uses transition words. Provides a conclusion. 	<p>Often with guidance</p> <ul style="list-style-type: none"> Writes a piece to explain ideas and information. Introduces a topic and organizes the information clearly. Develops a topic with details and facts. Uses transition words. Provides a conclusion. 	<p>Independently</p> <ul style="list-style-type: none"> Writes a piece to explain ideas and information. Introduces a topic and organizes the information clearly. Develops a topic with details and facts. Uses transition words. Provides a conclusion. 	<p>Exceedingly</p> <ul style="list-style-type: none"> Student consistently rereads and revises his/her own writing independently and with partners. Student revises to make it look and sound better by adding, deleting, rearranging, and moving words and sentences.

Applies grade appropriate mechanics and grammar

Trimester	1	2	3	4
1 st -3 rd	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> - Simple/compound sentences - Irregular plural nouns - Nouns, verbs, pronouns, adverbs, adjectives - Regular/ irregular verbs - Verb tenses - Conjunctions - Subject and verb agreement 	<p>Student beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> - Simple/compound sentences - Irregular plural nouns - Nouns, verbs, pronouns, adverbs, adjectives - Regular/ irregular verbs - Verb tenses - Conjunctions - Subject and verb agreement 	<p>Student usually applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> - Simple/compound sentences - Irregular plural nouns - Nouns, verbs, pronouns, adverbs, adjectives - Regular/ irregular verbs - Verb tenses - Conjunctions - Subject and verb agreement 	<p>Student independently applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> - Simple/compound sentences - Irregular plural nouns - Nouns, verbs, pronouns, adverbs, adjectives - Regular/ irregular verbs - Verb tenses - Conjunctions - Subject and verb agreement

Applies spelling patterns

Trimester	1	2	3	4
1st – 3rd	Student does not apply spelling patterns and on weekly assessments.	Student applies spelling patterns to weekly assessments.	Student consistently applies spelling patterns on weekly assessments.	Student applies spelling rules to challenge words.

Applies handwriting skills to write legibly

Trimester	1	2	3	4
1st – 3rd	Student rarely writes legibly and/or forms letters correctly.	Student writes legibly and forms letters correctly some of the time.	Student writes legibly and forms letters correctly usually.	Student writes legibly and forms letters correctly consistently.

Social Studies

Demonstrates knowledge of facts and understanding of concepts

Trimester	1	2	3	4
1st – 3rd	Student rarely demonstrates understanding of fourth grade social studies content.	Student sometimes demonstrates understanding of fourth grade social studies content.	Student consistently demonstrates understanding of fourth grade social studies content.	Student exceeds and makes historical and current connections to the world

Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
	Student rarely applies knowledge to classroom discussion and activities.	Student sometimes applies knowledge to classroom discussion and activities.	Student consistently applies knowledge to classroom discussion and activities.	Student exceeds and makes historical and current connections to the world

Science

Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
1st – 3rd	Student rarely demonstrates understanding of fourth grade Science content.	Student sometimes demonstrates understanding of fourth grade Science content.	Student consistently demonstrates understanding of fourth grade Science content.	Student exceeds and makes connections with real world Science.

Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
1st – 3rd	Student rarely applies knowledge to classroom discussion and activities.	Student sometimes applies knowledge to classroom discussion and activities.	Student consistently applies knowledge to classroom discussion and activities.	Student exceeds and makes connections with real world Science.

Math

Recalls math facts and computes with speed and accuracy

Trimester	1	2	3	4
1	Student is unable to recall multiplication, subtraction, and addition facts.	Student is unable to recall all multiplication, subtraction, and addition facts. Student is working toward memorizing by using counters or drawing pictures.	Student is able to recall all facts including: multiplication, addition, and subtraction with speed and accuracy.	Student is able to recall all facts including: division, multiplication, addition, and subtraction with speed and accuracy.
2	Student is unable to recall division multiplication, subtraction, and addition facts.	Student is unable to recall all division multiplication, subtraction, and addition facts. Student is working toward memorizing by using counters or drawing pictures.	Student is able to recall all facts up to the 12 facts and including: division, multiplication, addition, and subtraction with speed and accuracy.	Student is able to recall all facts up going beyond the 12 facts and including: division, multiplication, addition, and subtraction with speed and accuracy
3	Student is unable to recall division multiplication, subtraction, and addition facts.	Student is unable to recall all division multiplication, subtraction, and addition facts. Student is working toward memorizing by using counters or drawing pictures.	Student is able to recall all facts up to the 12 facts and including: division, multiplication, addition, and subtraction with speed and accuracy.	Student is able to recall all facts up going beyond the 12 facts and including: division, multiplication, addition, and subtraction with speed and accuracy

Understands and applies mathematical concepts in written and oral form

Trimester	1	2	3	4
1	Student is unable to understand concepts of place value, as well as multi-digit: addition, subtraction, and multiplication.	Student struggles with one or more of the following topics; place value, as well as multi-digit: addition, subtraction, and multiplication.	Student is able to understand concepts of place value, as well as multi-digit: addition, subtraction, and multiplication.	Student is able to understand concepts of place value, as well as multi-digit: addition, subtraction, and multiplication. Student works on these skills using greater numbers into the millions.
2	Student is unable to understand concepts of division and fraction strategies.	Student struggles to understand division and/or fraction strategies and is working toward success.	Student is able to understand concepts of division and fraction strategies.	Student is able to understand concepts of division and fraction strategies. Student is able to apply these skills independently.
3	Student is unable to understand fraction concepts, decimals, and geometry.	Student struggles to understand one or more of the following skills; fraction concepts, decimals, and geometry.	Student is able to understand fraction concepts, decimals, and geometry.	Student is able to understand fraction concepts, decimals, and geometry. Student is capable of applying these skills independently.

Understand and solves word problems accurately

Trimester	1	2	3	4
1st- 3rd	<ul style="list-style-type: none"> ● Student is unable to work through single and multi-step word problems without constant support and guidance. ● Student is unable to make connections with application word problems that review skills taught. 	<ul style="list-style-type: none"> ● Student is able to work through word problems in groups, with partners, or with teacher support. ● Students make some connections to skills being applied in word problems. 	<ul style="list-style-type: none"> ● Student works through word problems on an independent level, requiring only some guidance or support from peers. ● Student is able to make connections from skills taught during the lesson and apply them to word problems. 	<ul style="list-style-type: none"> ● Student constantly works independently to solve word problems. ● Student always makes connections and is able to answer higher order thinking questions independently with complete responses. ● Student can relate and apply content to real world situations.