



4	Distinguished	Independently understands and applies knowledge in ways that extend higher-level thinking skills of the grade-level standards.
3	Proficient	Independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to meet grade-level standards.
2	Developing	Beginning to understand and apply key concepts, processes and skills. Progressing towards grade-level standards.
1	Needs Support	Does not understand key concepts, processes and skills necessary to meet grade-level standards. Area of concern.
N/A	Not assessed at this time	

Key				
First Trimester	Second Trimester	Third Trimester	All Trimesters	
Benchmark = where we want students	1	2	3	4
LANGUAGE ARTS				
Reading Level Reads on grade-level	Below	Below	On	Above
September – December	Student has achieved reading success at a DRA Level 28 or below	Student has achieved reading success at a DRA Level 30 – 34	Student has achieved reading success at a DRA Level 38	Student has achieved reading success at a DRA Level 40 or above
December – March	Student has achieved reading success at a DRA Level 28 or below	Student has achieved reading success at a DRA Level 30 – 34	Student has achieved reading success at a DRA Level 38	Student has achieved reading success at a DRA Level 40 or above
March – June	Student has achieved reading success at a DRA Level 30 or below	Student has achieved reading success at a DRA Level 34 – 38	Student has achieved reading success at a DRA Level 40	Student has achieved reading success at a DRA Level 50 or above

Reading Standards: Foundational Skills	1	2	3	4
<p>All Trimesters: Reads accurately and fluently to support comprehension (RF.4.4)</p> <p>1</p>	<ul style="list-style-type: none"> • Reads with no expression; monotone. • Does not read grade level text with purpose and understanding. • Reads below grade level prose and poetry orally with no accuracy, slow rate, and without expression. • Rarely uses context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> • Reads with minimal expression; monotone, • Does not read grade level text with purpose and understanding. • Reads below grade level prose and poetry orally with minimal accuracy, slow rate, and minimal expression. • Sometimes uses context to confirm or self-correct word recognition with limited understanding. 	<ul style="list-style-type: none"> • Reads with sufficient expression. • Reads grade level text with purpose and understanding. • Reads grade level prose and poetry orally with sufficient accuracy, mostly appropriate rate, and expression. • Uses context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> • Reads with appropriate expression and expression emphasizes meaning. • Reads above grade level text with purpose and understanding. • Reads above grade level prose and poetry orally with accuracy, appropriate rate, and expression. • Uses context to confirm or self-correct word recognition and understanding.
<p>All Trimesters: Knows and applies grade level phonics and word analysis skills in decoding (RF.4.3)</p> <p>2</p>	<p>Does not use word attack skills (roots, affixes) to solve new and unknown multisyllabic words in and out of context.</p>	<p>Sometimes uses word attack skills (roots, affixes) to solve new and unknown multisyllabic words in and out of context.</p>	<p>Consistently uses a variety of word attack skills (roots, affixes) to solve new and unknown multisyllabic words in and out of context.</p>	<p>Actively and consistently uses a variety of word attack skills (roots, affixes) to solve new and unknown multisyllabic words in and out of above grade level context.</p>
<p>All Trimesters: Recognizes and applies spelling patterns (RF.4.3)</p> <p>3</p>	<p>Rarely recognizes specific phonics patterns assessed using formative assessments, and does not apply skills to writing.</p>	<p>Sometimes recognizes specific phonics patterns assessed using formative assessments but does not always apply skills to writing.</p>	<p>Consistently recognizes specific phonics patterns assessed using formative assessments and applies skills to writing.</p>	<p>Actively and consistently recognizes specific phonics patterns assessed using formative assessments and applies and extends skills to writing and reading.</p>

Reading Standards: Literature and Informational Text *Each trimester text level difficulty increases. NOTE: The skills listed below can also apply to cross curricular activities.	1	2	3	4
4 All Trimesters: Use text evidence when writing or speaking to support comprehension (RL.4.1, RI.4.1)	<ul style="list-style-type: none"> Rarely refers to relevant details and examples (i.e. text based evidence) when explaining what the text says explicitly and when drawing inferences from the text. Rarely makes relevant connections to improve comprehension. Demonstrates limited or incomplete comprehension of the text. 	<ul style="list-style-type: none"> Occasionally refers to details and examples (i.e. text based evidence) when explaining what the text says explicitly and when drawing inferences from the text. Details and examples may not always be relevant. Occasionally makes relevant connections to improve comprehension. Demonstrates partial comprehension of the text. 	<ul style="list-style-type: none"> Refers to relevant details and examples (i.e. text based evidence) when explaining what the texts says explicitly and when drawing inferences from the text. Makes relevant connections to improve comprehension. Demonstrates comprehension of the text. 	<ul style="list-style-type: none"> Refers to relevant details and examples (i.e. text based evidence) when explaining what the text says explicitly and when drawing inferences from above grade level text. Makes relevant connections to improve comprehension. Demonstrates a higher depth of knowledge with comprehension of text.
5 All Trimesters: Summarizes and determines main idea or central message of the text (RL.4.2, RI.4.2)	<ul style="list-style-type: none"> Demonstrates a limited comprehension of the grade level text. Missing many important events in sequence from beginning, middle and end. Does not use appropriate transition words and may contain misinterpretations. Does not use text features (glossary, headings, table of contents) to locate important facts and information. Does not determine the main idea or central message in a text and does not explain how it is supported by key details. 	<ul style="list-style-type: none"> Demonstrates a limited comprehension of the grade level text. Missing some important events in sequence from beginning, middle and end. Uses some appropriate transition words and may contain misinterpretations. Minimal use of text features (glossary, headings, table of contents) to locate important facts and information. May determine a less relevant idea or message in a text and may explain how it is supported by details. 	<ul style="list-style-type: none"> Summaries demonstrate comprehension of the grade level text. Includes most of the important events in sequence from beginning, middle and end. Uses appropriate transition words without misinterpretations. Uses text features (glossary, headings, table of contents) to locate important facts and information. Consistently able to determine the main idea or central message in a text and explains how it is supported by key details. 	<ul style="list-style-type: none"> Summaries demonstrate comprehension of above grade level text. Includes all important events in sequence from beginning, middle and end. Uses appropriate transition words without misinterpretations. Uses text features (glossary, headings, table of contents) to locate important facts and information. Consistently able to determine the main idea or central message in a text in order to construct deeper meaning.

Reading Standards: Literature and Informational Text	1	2	3	4
<p>All Trimesters: Analyze how and why individuals, events, and ideas change throughout a text (RL.4.3, RI.4.3)</p> <p>6</p>	<ul style="list-style-type: none"> Does not describe a character, setting, or event in a story or drama, drawing on irrelevant details in the text (e.g., Does not include a character's thoughts, words, or actions). Does not explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	<ul style="list-style-type: none"> Minimally describes a character, setting, or event in a story or drama, drawing on details in the text. (e.g., Sometimes includes character's thoughts, words, or actions). Sometimes explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	<ul style="list-style-type: none"> Consistently describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., Includes character's thoughts, words, or actions). Consistently explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	<ul style="list-style-type: none"> Consistently explain in depth a character, setting, or event in a story or drama, drawing on specific details in the text while constructing deeper meaning. (e.g., Includes character's thoughts, words, or actions). Consistently explains events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text demonstrating a higher depth of knowledge
<p>All Trimesters: Determines the meaning of words and phrases as they are used in the text (RL.4.4, RI.4.4, L.4.4, L.4.5)</p> <p>7</p>	<ul style="list-style-type: none"> Rarely determines and uses the meanings of words and phrases in context while utilizing a range of texts. Rarely uses grade appropriate Greek and Latin affixes and roots as clues to a meaning of a word. Rarely consults reference materials (eg. dictionary, glossary, thesaurus). Rarely recognizes various forms of figurative language. 	<ul style="list-style-type: none"> Sometimes determines and uses the meanings of words and phrases in context while utilizing a range of texts. Sometimes uses grade appropriate Greek and Latin affixes and roots as clues to a meaning of a word. Sometimes consults reference materials (eg. dictionary, glossary, thesaurus). Sometimes recognizes various forms of figurative language. 	<ul style="list-style-type: none"> Consistently determines and uses the meanings of words and phrases in context while utilizing a range of texts. Consistently uses grade appropriate Greek and Latin affixes and roots as clues to a meaning of a word. Consistently consults reference materials (eg. dictionary, glossary, thesaurus). Consistently recognizes various forms of figurative language 	<ul style="list-style-type: none"> Consistently determines and uses the meanings of words and phrases in context while utilizing a range of texts to construct deeper meaning. Consistently uses grade appropriate Greek and Latin affixes and roots as clues to a meaning of a word. Consistently consults reference materials (eg. dictionary, glossary, thesaurus). Consistently recognizes and uses various forms of figurative language.

Reading Standards: Literature and Informational Text	1	2	3	4
<p>All Trimesters: Compares, contrasts, and reflects on various elements across texts (RL.4.6, RI.4.6, RL.4.9, RI.4.9) *For Example: theme, point of view, and structural elements of poems and drama.</p> <p>8</p>	<ul style="list-style-type: none"> Rarely compares, contrasts, and reflects upon *story elements within multiple texts. Rarely able to integrate information from multiple texts. 	<ul style="list-style-type: none"> Sometimes compares, contrasts, and reflects upon *story elements across grade level texts. Sometimes able to integrate information from multiple texts. 	<ul style="list-style-type: none"> Able to compare, contrast, and reflect upon *story elements across grade level texts. Able to integrate information from multiple texts. 	<ul style="list-style-type: none"> Able to compare, contrast, and reflect upon *story elements across above grade level texts. Able to integrate information from multiple above grade level texts.

Speaking and Listening	1	2	3	4
<p>All Trimesters: Engages effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly (SL.4.1)</p> <p>9</p>	<ul style="list-style-type: none"> Rarely participates in class discussions and rarely asks for clarification and further explanation. Rarely links comments to others' remarks or makes extensions. 	<ul style="list-style-type: none"> Sometimes participates in class discussions and at times asks for clarification and further explanation. Student links comments to others' remarks. 	<ul style="list-style-type: none"> Participates in class discussions and asks for clarification and further explanation. Student links comments to others' remarks and makes extensions. 	<ul style="list-style-type: none"> Independently generates appropriate topics for discussion and asks for clarification and further explanation. Student links comments to others' and makes extensions.
<p>All Trimesters: Paraphrases portions of a text read aloud or presented in diverse media and formats (SL.4.2)</p> <p>10</p>	<p>Rarely or never able to paraphrase portions of a text read aloud or information presented in diverse formats.</p>	<p>Sometimes able to paraphrase portions of a text read aloud or information presented in diverse formats.</p>	<p>Able to paraphrase portions of a text read aloud or information presented in diverse formats.</p>	<p>Able to paraphrase or summarize portions of above grade level text read aloud or information presented in diverse formats.</p>
<p>All Trimesters: Reports on a topic speaking clearly at an understandable pace. (SL.4.4)</p> <p>11</p>	<ul style="list-style-type: none"> Rarely reports on events, topics, and text in an organized manner providing detailed information. Rarely stays on topic providing detailed information. 	<ul style="list-style-type: none"> Sometimes reports on events, topics, and text in an organized manner providing detailed information. Sometimes stays on topic providing detailed information. 	<ul style="list-style-type: none"> Reports on events, topics, and text in an organized manner providing detailed information. Stays on topic providing detailed information. 	<ul style="list-style-type: none"> Consistently stays on topic providing significant details and makes connections beyond the topic. Stays on topic providing significant details and makes connections beyond the topic.

Writing	1	2	3	4
<p>All Trimesters: Writes with organization, focus, and clarity (W.4.4)</p> <p>12</p>	<ul style="list-style-type: none"> • Writing lacks organization, focus, and clarity. • Generates very few ideas. • Lacks organization of ideas and information and does not include a logical introduction and conclusion. • Utilizes no transitional words and phrases in order to organize the writing piece, or inappropriately utilizes transitional words and/or phrases. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Writing is off topic 	<ul style="list-style-type: none"> • Writes with limited organization, focus, and clarity. • Generates few ideas somewhat relevant to writing topic. • Has limited organization of ideas and information. May not include a logical introduction or conclusion. • Limited utilization of transitional words and/or phrases in order to organize the writing piece. 	<ul style="list-style-type: none"> • Writes with organization, focus, and clarity. • Generates ideas relevant to writing topic. • Organizes ideas and information including a logical introduction and conclusion. • Effectively utilizes transitional words and/or phrases in order to organize the writing piece. 	<ul style="list-style-type: none"> • Writes with organization, focus, and clarity. • Generates many ideas and develops relevant details to correlate with topic. • Organizes ideas and information including a logical introduction and conclusion. • Effectively utilizes a variety of transitional words and/or phrases in order to organize the writing piece.
<p>All Trimesters: Develops and strengthens writing with planning, revising, and editing (W.4.5)</p> <p>13</p>	<p>With extended teacher support student begins to develop and strengthen their writing through planning, revising, and editing.</p>	<p>Student needs extended teacher support to develop and strengthen their writing through planning, revising, and editing.</p>	<p>With minimal teacher support student consistently develops and strengthens their writing through planning, revising, and editing.</p>	<p>Student can independently develop and strengthen their writing through planning, revising, and editing.</p>
<p>All Trimesters: Elaborates using details, descriptions, reasons, facts, or text evidence. (in opinion, informative, and/or narrative writing) (W.4.1, W.4.2, W.4.3)</p> <p>14</p>	<ul style="list-style-type: none"> • Narrative: Lacks descriptions of actions, thoughts, and feelings to develop experiences and events. Lacks concrete words, sensory details, and domain specific vocabulary. • Informative: Utilizes no relevant text support from the resources. Lacks development of the topic with facts, definitions, concrete details, quotations, and/or other information and examples. • Opinion: Does not support opinion with relevant facts, details, and/or reasons. Does not provide clear explanation/analysis of how evidence supports opinion. 	<ul style="list-style-type: none"> • Narrative: Utilizes descriptions of actions, thoughts, or feelings to partially develop experiences and events. Utilizes some concrete words, sensory details, or domain specific vocabulary. • Informative: Utilizes minimal relevant text support from the resources with some accuracy. Minimal development of the topic with facts, definitions, concrete details, quotations, and/or other information and examples. • Opinion: Supports opinion with some relevant facts, details, and/or reasons. Provides vague explanation/analysis of how evidence supports opinion. 	<ul style="list-style-type: none"> • Narrative: Utilizes descriptions of actions, thoughts, and feelings to develop experiences and events. Utilizes concrete words, sensory details, and domain specific vocabulary. • Informative: Utilizes relevant and sufficient text support from the resources with accuracy. Develops the topic with facts, definitions, concrete details, quotations, and/or other information and examples. Utilizes domain specific vocabulary appropriately. • Opinion: Supports opinion with relevant facts, details, and/or reasons. Provides mostly clear explanation/analysis of how evidence supports opinion. 	<ul style="list-style-type: none"> • Narrative: Utilizes descriptions of actions, thoughts, and feelings to develop experiences and events. Utilizes a variety of concrete words, sensory details, and domain specific vocabulary. • Informative: Utilizes relevant and sufficient text support from the resources with accuracy. Develops the topic with a variety of facts, definitions, concrete details, quotations, and/or other information and examples. Utilizes domain specific vocabulary appropriately. • Opinion: Supports opinion with relevant facts, details, and/or reasons. Provides clear explanation/analysis of how evidence supports opinion.

Writing	1	2	3	4
<p>All Trimesters: Write routinely over extended time frames (W.4.10)</p> <p>15</p>	<p>With extended teacher support and feedback, student is unable to write routinely over extended time frames, and shorter time frames for a range of discipline specific tasks, purpose, and audiences.</p>	<p>With teacher support and feedback, student is sometimes able to write routinely over extended time frames, and shorter time frames for a range of discipline specific tasks, purpose, and audiences.</p>	<p>With minimal teacher support and feedback, student is able to write routinely over extended time frames, and shorter time frames for a range of discipline specific tasks, purpose, and audiences.</p>	<p>Student is able to independently write routinely over extended time frames, and shorter time frames for a range of discipline specific tasks, purpose, and audiences.</p>

Language	1	2	3	4
<p>All Trimesters: Uses correct grammar when speaking and writing (L.4.1, L.4.6)</p> <p>16</p>	<ul style="list-style-type: none"> No mastery of sentence structure Limited understanding of grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with meaning. 	<ul style="list-style-type: none"> Demonstrates some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), but errors obscure meaning Limited academic and/or domain specific vocabulary the audience and purpose 	<ul style="list-style-type: none"> Demonstrates varied and correct sentence structure Demonstrates appropriate conventions (grammar, punctuation, capitalization, and spelling); minor errors that do not obscure meaning Demonstrates domain specific vocabulary appropriate for audience and purpose. 	<ul style="list-style-type: none"> Demonstrates varied and correct sentence structure Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Demonstrates domain specific vocabulary appropriate for audience and purpose.
<p>All Trimesters: Uses correct capitalization, punctuation, and spelling when writing (L. 4.2)</p> <p>17</p>	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors. Uses commas, apostrophes, and end punctuation incorrectly Misapplies some grade level spelling rules and patterns correctly, including irregular high frequency words, many errors. 	<ul style="list-style-type: none"> Sometimes capitalizes correctly. Sometimes uses commas, apostrophes, and end punctuation. Misapplies some grade level spelling rules and patterns correctly, including irregular high frequency words. 	<ul style="list-style-type: none"> Capitalizes with few errors. Uses commas, apostrophes, and end punctuation most of the time. Applies grade level spelling rules and patterns correctly, including irregular high frequency words; few errors. 	<ul style="list-style-type: none"> Capitalizes with minor errors. Uses commas, apostrophes, and end punctuation. Applies grade level spelling rules and patterns correctly, including irregular high frequency words; minor errors.

MATHEMATICS				
Operations & Algebraic Thinking				
	1	2	3	4
<p>All Trimesters: Use the four operations with whole numbers to solve problems (OA.A.1, OA.A.2, OA.A.3)</p>	<ul style="list-style-type: none"> Rarely interprets a multiplication equation such as $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Rarely multiplies or divides to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number. Rarely solves multistep word problems posed with whole numbers and having whole-number answers, including problems in which remainders must be interpreted. Assesses the reasonableness of answers. 	<ul style="list-style-type: none"> Occasionally interprets a multiplication equation such as $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Occasionally multiplies or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number. Occasionally solves multistep word problems posed with whole numbers and having whole-number answers, including problems in which remainders must be interpreted. Assesses the reasonableness of answers. 	<ul style="list-style-type: none"> Interprets a multiplication equation such as $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Multiplies or divides to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number. Solves multistep word problems posed with whole numbers and having whole-number answers, including problems in which remainders must be interpreted. Assesses the reasonableness of answers. 	<ul style="list-style-type: none"> Accurately and efficiently interprets a multiplication equation such as $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5, outside the scope of basic multiplication facts. Accurately and efficiently multiplies or divides to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number. Accurately and efficiently solves multistep word problems posed with whole numbers and having whole-number answers, including problems in which remainders must be interpreted. Assesses the reasonableness of answers. Applies knowledge in ways that extend higher level thinking skills.

Operations & Algebraic Thinking	1	2	3	4
Understands and applies factor pairs, multiples, and prime and composite numbers from 1 to 100 (OA.B.4)				
First Trimester				
Second Trimester	<ul style="list-style-type: none"> Rarely identifies factor pairs and multiples for all whole numbers from 1 to 100. Rarely determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Occasionally identifies factor pairs and multiples for all whole numbers from 1 to 100. Occasionally determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Identifies factor pairs and multiples for all whole numbers from 1 to 100. Determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Accurately and efficiently identifies all factor pairs and multiples for all whole numbers from 1 to 100. Accurately and efficiently determines prime and composite numbers from 1 to 100. Applies knowledge in ways that extend higher level thinking skills.
19 Third Trimester	<ul style="list-style-type: none"> Rarely identifies factor pairs and multiples for all whole numbers from 1 to 100. Rarely determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Occasionally identifies factor pairs and multiples for all whole numbers from 1 to 100. Occasionally determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Identifies factor pairs and multiples for all whole numbers from 1 to 100. Determines prime and composite numbers from 1 to 100. 	<ul style="list-style-type: none"> Accurately and efficiently identifies all factor pairs and multiples for all whole numbers from 1 to 100. Accurately and efficiently determines prime and composite numbers from 1 to 100. Applies knowledge in ways that extend higher level thinking skills.

Number & Operations in Base Ten	1	2	3	4
<p>All Trimesters: Applies and uses concepts of place value in multi-digit numbers (NBT.A.1, NBT.B.4)</p> <p>20</p>	<ul style="list-style-type: none"> Rarely adds and subtracts multi-digit whole numbers using the standard algorithm with minor errors. Rarely recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 	<ul style="list-style-type: none"> Occasionally adds and subtracts multi-digit whole numbers using the standard algorithm with minor errors. Occasionally recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 	<ul style="list-style-type: none"> Adds and subtracts multi-digit whole numbers using the standard algorithm with minor errors. Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 	<ul style="list-style-type: none"> Accurately and efficiently adds and subtracts multi-digit whole numbers using the standard algorithm and can explain reasonableness of answer. Accurately and efficiently recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. Applies knowledge in ways that extend higher level thinking skills.
<p>All Trimesters: Reads, writes, and compares multi-digit numbers in standard, word, and expanded forms (NBT.A.2)</p> <p>21</p>	<ul style="list-style-type: none"> Rarely reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Rarely compares two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	<ul style="list-style-type: none"> Occasionally reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Sometimes compares two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	<ul style="list-style-type: none"> Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	<ul style="list-style-type: none"> Accurately and efficiently reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Accurately and efficiently compares three or more multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Applies knowledge in ways that extend higher level thinking skills.

Number & Operations in Base Ten	1	2	3	4
<p>All Trimesters: Multiplies a four-digit number by a one-digit number (ex. 6789 X 4), multiplies a two-digit number by a two-digit number (ex. 47 X 82) (NBT.B.5)</p>	<ul style="list-style-type: none"> Rarely multiplies a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Rarely illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Occasionally multiplies a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Occasionally illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Multiplies a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Accurately and efficiently multiplies a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Accurately and efficiently illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. Applies knowledge in ways that extend higher level thinking skills.
<p>22</p> <p>All Trimesters: Divides a 4-digit number by a 1 digit number (ex. 5647 ÷ 4) (NBT.B.6)</p>	<ul style="list-style-type: none"> Rarely finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Rarely illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Occasionally finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Occasionally illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates or explains the calculation by using equations, rectangular arrays, and/or area models. 	<ul style="list-style-type: none"> Accurately and efficiently finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Accurately and efficiently illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. Applies knowledge in ways that extend higher level thinking skills.
<p>23</p>				

Number & Operations – Fractions		1	2	3	4
Understands fraction equivalence (NF.A.1)					
First Trimester					
	Second Trimester	Rarely generates and explains fractions and their equivalents using visual fraction models.	Occasionally generates and explains fractions and their equivalents using visual fraction models.	Generates and explains fractions and their equivalents using visual fraction models.	Accurately and efficiently generates and explains fractions and their equivalents using visual fraction models. Applies knowledge in ways that extend higher level thinking skills.
24	Third Trimester	Rarely generates and explains fractions and their equivalents using visual fraction models.	Occasionally generates and explains fractions and their equivalents using visual fraction models.	Generates and explains fractions and their equivalents using visual fraction models.	Accurately and efficiently generates and explains fractions and their equivalents using visual fraction models. Applies knowledge in ways that extend higher level thinking skills.
Explains and compares two fractions (NF.A.2)					
First Trimester					
	Second Trimester	<ul style="list-style-type: none"> Rarely compares two fractions with different numerators and different denominators Rarely recognizes that comparisons are valid only when the two fractions refer to the same whole Rarely records the results of comparisons with symbols $>$, $=$, or $<$. 	<ul style="list-style-type: none"> Occasionally compares two fractions with different numerators and different denominators Occasionally recognizes that comparisons are valid only when the two fractions refer to the same whole Occasionally records the results of comparisons with symbols $>$, $=$, or $<$. 	<ul style="list-style-type: none"> Compares two fractions with different numerators and different denominators Recognizes that comparisons are valid only when the two fractions refer to the same whole. Records the results of comparisons with symbols $>$, $=$, or $<$, and often justifies the conclusions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Accurately and efficiently compares two fractions with different numerators and different denominators Accurately and efficiently recognizes that comparisons are valid only when the two fractions refer to the same whole Accurately and efficiently records the results of comparisons with symbols $>$, $=$, or $<$, and consistently justifies the conclusions, e.g., by using a visual fraction model. Applies knowledge in ways that extend higher level thinking skills.
25	Third Trimester	<ul style="list-style-type: none"> Rarely compares two fractions with different numerators and different denominators Rarely recognizes that comparisons are valid only when the two fractions refer to the same whole Rarely records the results of comparisons with symbols $>$, $=$, or $<$. 	<ul style="list-style-type: none"> Occasionally compares two fractions with different numerators and different denominators Occasionally recognizes that comparisons are valid only when the two fractions refer to the same whole Occasionally records the results of comparisons with symbols $>$, $=$, or $<$. 	<ul style="list-style-type: none"> Compares two fractions with different numerators and different denominators Recognizes that comparisons are valid only when the two fractions refer to the same whole Records the results of comparisons with symbols $>$, $=$, or $<$, and often justifies the conclusions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Accurately and efficiently compares two fractions with different numerators and different denominators Accurately and efficiently recognizes that comparisons are valid only when the two fractions refer to the same whole Accurately and efficiently records the results of comparisons with symbols $>$, $=$, or $<$, and consistently justifies the conclusions, e.g., by using a visual fraction model. Applies knowledge in ways that extend higher level thinking skills.

Number & Operations – Fractions		1	2	3	4
Adds and Subtracts Fractions (NF.B.3a, NF.B.3b)					
First Trimester					
Second Trimester	<ul style="list-style-type: none"> Rarely understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Rarely decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Does not justify decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Occasionally understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Occasionally decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Occasionally justifies decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justifies decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Accurately and efficiently decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justifies decompositions, e.g., by using a visual fraction model. Applies knowledge in ways that extend higher level thinking skills. 	
Third Trimester	<ul style="list-style-type: none"> Rarely understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Rarely decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Does not justify decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Occasionally understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Occasionally decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Occasionally justifies decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justifies decompositions, e.g., by using a visual fraction model. 	<ul style="list-style-type: none"> Understands addition and subtraction of fractions as joining and separating parts referring to the same whole. Accurately and efficiently decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justifies decompositions, e.g., by using a visual fraction model. Applies knowledge in ways that extend higher level thinking skills. 	
26					
Multiplies a fraction by a whole number (NF.B.4b)					
First Trimester					
Second Trimester	Rarely uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Occasionally uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Accurately and efficiently uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$. Applies knowledge in ways that extend higher level thinking skills.	
Third Trimester	Rarely uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Occasionally uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	Accurately and efficiently uses a visual fraction model such as $3 \times (2/5)$ as $6 \times (1/5)$, to express the product and recognize this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$. Applies knowledge in ways that extend higher level thinking skills.	
27					

Number & Operations – Fractions		1	2	3	4
Adds and subtracts mixed numbers (NF.B.3c)					
First Trimester					
Second Trimester		Rarely adds and subtracts mixed numbers with like denominators.	Occasionally adds and subtracts mixed numbers with like denominators.	Adds and subtracts mixed numbers with like denominators.	Accurately and efficiently adds and subtracts mixed numbers with like denominators. Applies knowledge in ways that extend higher level thinking skills.
28	Third Trimester	Rarely adds and subtracts mixed numbers with like denominators.	Occasionally adds and subtracts mixed numbers with like denominators.	Adds and subtracts mixed numbers with like denominators.	Accurately and efficiently adds and subtracts mixed numbers with like denominators. Applies knowledge in ways that extend higher level thinking skills.
Solves word problems involving addition, subtraction, and multiplication of fractions (NF.B.3d)					
First Trimester					
Second Trimester		<ul style="list-style-type: none"> Rarely solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Rarely uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Occasionally solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Occasionally uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Accurately and efficiently solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators Accurately and efficiently uses visual fraction models and equations to represent the problem. Applies knowledge in ways that extend higher level thinking skills.
29	Third Trimester	<ul style="list-style-type: none"> Rarely solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Rarely uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Occasionally solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Occasionally uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. Uses visual fraction models and equations to represent the problem. 	<ul style="list-style-type: none"> Accurately and efficiently solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators Accurately and efficiently uses visual fraction models and equations to represent the problem. Applies knowledge in ways that extend higher level thinking skills.

Number & Operations – Fractions	1	2	3	4
Relates and compares decimals and fractions (NF.C.6, NF.C.7)				
First and Second Trimesters				
<p data-bbox="306 808 453 829">Third Trimester</p> <p data-bbox="113 1052 149 1073">30</p>	<ul style="list-style-type: none"> • Rarely uses decimal notation for fractions with denominators of 10 or 100. • Rarely compares two decimals to hundredths by reasoning about their size. • Rarely recognizes that comparisons are valid only when the two decimals refer to the same whole. • Rarely records the results of comparisons with the symbols $>$, $=$, or $<$, and rarely justifies the conclusions, e.g., by using a visual model. 	<ul style="list-style-type: none"> • Occasionally uses decimal notation for fractions with denominators of 10 or 100. • Occasionally compares two decimals to hundredths by reasoning about their size. • Occasionally recognizes that comparisons are valid only when the two decimals refer to the same whole. • Occasionally records the results of comparisons with the symbols $>$, $=$, or $<$, and occasionally justifies conclusions, e.g., by using a visual model. 	<ul style="list-style-type: none"> • Uses decimal notation for fractions with denominators of 10 or 100. • Compares two decimals to hundredths by reasoning about their size. • Recognizes that comparisons are valid only when the two decimals refer to the same whole. • Records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies conclusions, e.g., by using a visual model. 	<ul style="list-style-type: none"> • Accurately and efficiently uses decimal notation for fractions with denominators of 10 or 100. • Accurately and efficiently compares two decimals to hundredths by reasoning about their size. • Accurately and efficiently recognizes that comparisons are valid only when the two decimals refer to the same whole. • Accurately and efficiently records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies conclusions, e.g., by using a visual model. • Applies knowledge in ways that extend higher level thinking skills.

Measurement & Data		1	2	3	4
Solves problems using measurement and converts measurements between smaller and larger units (MD.A.1, MD.A.2)					
First and Second Trimesters					
31	Third Trimester	<ul style="list-style-type: none"> Rarely knows relative sizes of measurement units within each system of measurement units. Rarely uses the four operations to solve problems/word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Problems/word problems include simple fractions or decimals and expressing measurements given in a larger unit in terms of a smaller unit. Rarely represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 	<ul style="list-style-type: none"> Occasionally knows relative sizes of measurement units within each system of measurement units. Occasionally uses the four operations to solve problems/word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Problems/word problems include simple fractions or decimals and expressing measurements given in a larger unit in terms of a smaller unit. Occasionally represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 	<ul style="list-style-type: none"> Knows relative sizes of measurement units within each system of measurement units. Uses the four operations to solve problems/word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Problems/word problems include simple fractions or decimals and expressing measurements given in a larger unit in terms of a smaller unit. Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 	<ul style="list-style-type: none"> Accurately and efficiently knows relative sizes of measurement units within each system of measurement units. Accurately and efficiently uses the four operations to solve problems/word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Problems/word problems include simple fractions or decimals and expressing measurements given in a larger unit in terms of a smaller unit. Accurately and efficiently represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Applies knowledge in ways that extend higher level thinking skills.
Computes area and perimeter of rectangular spaces (MD.A.3)					
First and Second Trimesters					
32	Third Trimester	Rarely applies the area and perimeter formulas for rectangles in real world and mathematical problems.	Occasionally applies the area and perimeter formulas for rectangles in real world and mathematical problems.	Applies the area and perimeter formulas for rectangles in real world and mathematical problems.	Applies the area and perimeter formulas for rectangles in real world and mathematical problems. Applies knowledge in ways that extend higher level thinking skills.

Measurement & Data	1	2	3	4
Measures angles (MD.C.6)				
First and Second Trimesters				
Third Trimester	<ul style="list-style-type: none"> Rarely measures angles in whole-number degrees using a protractor within three degrees. Rarely sketches angles of specified. 	<ul style="list-style-type: none"> Occasionally measures angles in whole-number degrees using a protractor within three degrees. Occasionally sketches angles of specified. 	<ul style="list-style-type: none"> Measures angles in whole-number degrees using a protractor within three degrees. Sketches angles of specified measure. 	<ul style="list-style-type: none"> Accurately and efficiently measures angles in whole-number degrees using a protractor. Accurately and efficiently sketches angles of specified measure. Applies knowledge in ways that extend higher level thinking skills.
33				
Solves addition and subtraction problems to find unknown angles (MD.C.7)				
First and Second Trimesters				
Third Trimester	<ul style="list-style-type: none"> Rarely recognizes when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Rarely solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. 	<ul style="list-style-type: none"> Occasionally recognizes when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Occasionally solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. 	<ul style="list-style-type: none"> Recognizes when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. 	<ul style="list-style-type: none"> Accurately and efficiently recognizes when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Accurately and efficiently solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Applies knowledge in ways that extend higher level thinking skills.
34				

Geometry	1	2	3	4
Draws points, lines, line segments, rays, angles, perpendicular and parallel lines (G.A.1)				
First and Second Trimesters				
Third Trimester	<ul style="list-style-type: none"> Rarely draws points, lines, line segments, rays, angles (right, acute, obtuse), or perpendicular and parallel lines. Rarely identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. 	<ul style="list-style-type: none"> Occasionally draws points, lines, line segments, rays, angles (right, acute, obtuse), or perpendicular and parallel lines. Occasionally identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. 	<ul style="list-style-type: none"> Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. 	<ul style="list-style-type: none"> Accurately and efficiently draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Accurately and efficiently identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. Applies knowledge in ways that extend higher level thinking skills.
35				
Classifies two dimensional figures (G.A.2)				
First and Second Trimesters				
Third Trimester	<ul style="list-style-type: none"> Rarely classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Rarely recognizes right triangles as a category, and identifies right triangles. 	<ul style="list-style-type: none"> Occasionally classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Occasionally recognizes right triangles as a category, and identifies right triangles. 	<ul style="list-style-type: none"> Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognizes right triangles as a category, and identifies right triangles. 	<ul style="list-style-type: none"> Accurately and efficiently classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Accurately and efficiently recognizes right triangles as a category, and identifies right triangles. Applies knowledge in ways that extend higher level thinking skills.
36				