

**LANGUAGE ARTS LITERACY: Reading**

Reads independently				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N-O.	Student has achieved reading success at Level P-Q.	Student has achieved reading success at Level R or above.
2 <sup>nd</sup>	Student has achieved reading success at level O or below.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q-R.	Student has achieved reading success at Level S or above.
3 <sup>rd</sup>	Student has achieved reading success at Level P or below.	Student has achieved reading success at Level Q.	Student has achieved reading success at Level R-S.	Student has achieved reading success at Level T or above
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

Demonstrates stamina during independent reading				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.
3 <sup>rd</sup>	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.

Uses reading strategies to comprehend text across the curriculum				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>Student applies few comprehension strategies before, during, and after reading.</li> <li>Student often does not recognize when meaning has been disrupted.</li> <li>Student displays little relevant thinking through discussion, notes, and writing about ideas in text.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies some comprehension strategies before, during, and after reading; sometimes recognizes when meaning is disrupted.</li> <li>Student displays some relevant thinking about ideas through discussion, notes, and writing.</li> <li>Responses demonstrate a partial understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies comprehension strategies before, during, and after reading of grade-level texts.</li> <li>Student recognizes when meaning is disrupted, chooses and uses fix-up strategies.</li> <li>Discussion, notes, and writing reveal relevant thinking and understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Student applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts.</li> <li>Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing.</li> <li>Student recognizes when meaning is disrupted and applies multiple fix-up strategies.</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

Reads with fluency				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>Lack of fluent reading is evident.</li> <li>Reading of leveled texts is very choppy and slow.</li> <li>Student attends to some spaces between words or to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is somewhat fluent.</li> <li>Student reads either very slowly or very quickly.</li> <li>Reading is choppy some of the time.</li> <li>Student may inaccurately phrase words.</li> <li>Student attends to some ending punctuation.</li> <li>Student uses very little or no expression matched to meaning.</li> </ul>	<p>In on-grade-level texts:</p> <ul style="list-style-type: none"> <li>Student demonstrates fluent reading in on-grade-level text.</li> <li>Student reads accurately.</li> <li>Student uses phrases to read longer sentences.</li> <li>Student attends to some internal punctuation and most ending punctuation.</li> <li>Expression is matched to text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>Student demonstrates fluent reading of above-level text.</li> <li>Reading is fluid and accurate. Student attends to and uses phrasing to read longer and more complex sentences.</li> <li>Student attends to internal and ending punctuation.</li> <li>Expression supports understanding.</li> </ul>

Reads with comprehension: Literal				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student demonstrates little or no understanding of nonfiction texts.</li> <li>Student demonstrates a weak understanding of fictional texts.</li> <li>Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> <li>Student does not apply target grade-level comprehension skills.</li> <li>Student asks and answers a few literal questions.</li> <li>Literal retelling and responses from Level M texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>Student demonstrates a partial understanding of fictional texts.</li> <li>Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>Student identifies and minimally describes some story elements.</li> <li>Student inconsistently uses text features and applies skill.</li> <li>Student asks and answers some literal questions.</li> <li>Literal retelling and responses from Level N-O texts.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>Retelling and responses identify relevant ideas and details stated in the text.</li> <li>Student uses text features and applies target grade-level skills</li> <li>Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text.</li> <li>Student identifies the genres of stories read.</li> <li>Student cites specific support to assist in interpretation of text.</li> <li>Literal retelling and responses from Level P-Q texts.</li> </ul>	<p>In above grade-level texts:</p> <ul style="list-style-type: none"> <li>Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts.</li> <li>Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>Student describes, compares, and explains story structure, elements, and how they change across the text.</li> <li>Student analyzes text features and applies above-grade-level skills.</li> <li>Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts.</li> <li>Student cites specific support to assist in interpretation of text.</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

				<ul style="list-style-type: none"> <li>• Literal retelling and responses from Level R or above texts.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of nonfiction texts.</li> <li>• Student demonstrates a weak understanding of fictional texts</li> <li>• Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> <li>• Student does not apply target grade-level comprehension skills.</li> <li>• Student asks and answers a few literal questions.</li> <li>• Literal retelling and responses from Level O texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>• Student demonstrates a partial understanding of fictional texts.</li> <li>• Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>• Student identifies and minimally describes some story elements.</li> <li>• Student inconsistently uses text features and applies skill.</li> <li>• Student asks and answers some literal questions.</li> <li>• Literal retelling and responses from Level P texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses identify relevant ideas and details stated in the text.</li> <li>• Student uses text features and applies target grade-level skills.</li> <li>• Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text.</li> <li>• Student identifies the genres of stories read.</li> <li>• Literal retelling and responses from Level Q-R texts.</li> <li>• Student cites specific support to assist in interpretation of text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of nonfiction and fictional texts.</li> <li>• Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>• Student describes, compares, and explains story structure, elements, and how they change across the text.</li> <li>• Student analyzes text features and applies above-grade-level skills.</li> <li>• Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level S or above texts.</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates little or no understanding of nonfiction texts.</li> <li>• Student demonstrates a weak understanding of fictional texts</li> <li>• Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.</li> <li>• Student does not apply target grade-level comprehension skills.</li> <li>• Student asks and answers a few literal questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of nonfiction texts.</li> <li>• Student demonstrates a partial understanding of fictional texts.</li> <li>• Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.</li> <li>• Student identifies and minimally describes some story elements.</li> <li>• Student inconsistently uses text features and applies skill.</li> <li>• Student asks and answers some</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.</li> <li>• Retelling and responses identify relevant ideas and details stated in the text.</li> <li>• Student uses text features and applies target grade-level skills.</li> <li>• Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text.</li> <li>• Student identifies the genres of stories read.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of nonfiction and fictional texts.</li> <li>• Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.</li> <li>• Student describes, compares, and explains story structure, elements, and how they change across the text.</li> <li>• Student analyzes text features and applies above-grade-level skills.</li> <li>• Student asks and answers literal</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<ul style="list-style-type: none"> <li>• Literal retelling and responses from Level P text or below.</li> </ul>	<p>literal questions.</p> <ul style="list-style-type: none"> <li>• Literal retelling and responses from Level Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Literal retelling and responses from Level R-S texts.</li> <li>• Student cites specific support to assist in interpretation of texts.</li> </ul>	<p>questions to identify main ideas, relevant details, the author's purpose, and author's message Within sections of the text and in two related texts.</p> <ul style="list-style-type: none"> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level T or above texts.</li> </ul>
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Reads with comprehension: Metacognitive				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>• Student makes a few relevant predictions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Inferential retelling and responses from level M texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, predictions and inferences.</li> <li>• Student applies some inferential thinking skills</li> <li>• Inferential retelling and responses from Level N-O texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</li> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> <li>• Inferential retelling and responses from Level P-Q texts.</li> <li>• Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text.</li> <li>• Student evaluates ideas and information that are implied or partially stated.</li> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level R or above texts.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>• Student makes a few relevant predictions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Inferential retelling and</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, predictions and</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates inferential understanding of grade-level texts.</li> <li>• Student finds and uses some text-based clues to uncover and explain implied or partially stated ideas.</li> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text.</li> <li>• Student evaluates ideas and</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	responses from Level O texts or below.	<p>inferences.</p> <ul style="list-style-type: none"> <li>• Student applies some inferential thinking skills.</li> <li>• Inferential retelling and responses from Level P texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student applies inferential thinking skills and evaluates stated ideas in texts.</li> <li>• Inferential retelling and responses from Level Q-R texts.</li> <li>• Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<p>information that are implied or partially stated.</p> <ul style="list-style-type: none"> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level S or above text.</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak inferential understanding of below-grade-level texts.</li> <li>• Student makes a few relevant predictions or inferences.</li> <li>• Student does not find or use clues to identify implied ideas and information.</li> <li>• Inferential retelling and responses from Level P texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of below-grade-level texts.</li> <li>• Student finds some text-based clues.</li> <li>• Student explains a few implied ideas.</li> <li>• Student makes some relevant connections, predictions and inferences.</li> <li>• Student applies some inferential thinking skills.</li> <li>• Inferential retelling and responses from Level Q texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of grade-level texts.</li> <li>• Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</li> <li>• Student makes relevant inferences and draws conclusions to analyze text.</li> <li>• Student applies inferential thinking skills and evaluates stated ideas I text.</li> <li>• Inferential retelling and responses from Level R-S texts.</li> <li>• Student cites specific support to assist in interpretation of higher level text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates insightful inferential understanding.</li> <li>• Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text.</li> <li>• Student evaluates ideas and information that are implied or partially stated.</li> <li>• Student applies above-grade-level inferential thinking skills.</li> <li>• Student cites specific support to assist in interpretation of higher level questions with increasing depth.</li> <li>• Inferential retelling and responses from Level T or above texts.</li> </ul>

Include supportive evidence from the text in written responses				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of the text read, with text evidence.	Student's written response reflects an interpretive, deeper meaning of the text read, supported by text evidence.

Uses' Reader's Notebook/mini-lessons/conferences to develop skills				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

ALL	Student <u>does not use</u> Reader's Notebook, mini-lessons, or conferences as tools to develop reading ability and develop reading skills taught in units of study	Student <u>rarely uses</u> Reader's Notebook, mini-lessons, and conferences as tools to develop reading skills taught in units of study.	Student uses Reader's Notebook, mini-lessons, and conferences as tools to develop grade-level appropriate reading skills taught in units of study	Student uses Reader's Notebook <u>and applies</u> mini-lessons and conferences as tools to expand on sophisticated reading ideas. Student consistently applies reading skills taught in units of study independently.
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**LANGUAGE ARTS LITERACY: Writing**

Writes independently				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> <li>Student does not achieve grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student generally achieves a score of 1 or less on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student in-consistently achieves grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student generally achieves a score of 2 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently achieves grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student consistently achieves a score of 3 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently exceeds grade level writing success in a variety of time frames, tasks, and purposes.</li> <li>Student consistently achieves a score of 4 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.</li> </ul>

Demonstrates stamina during independent writing				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable to write independently for 30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student is approaching an independent writing stamina of 30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student can consistently write independently for 30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently writes independently for more than 30 minutes.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student is unable to write independently for 35 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student is approaching an independent writing stamina of 35 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student can consistently write independently for 35 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently writes independently for more than 35 minutes.</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable to write independently for more than 35 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student is approaching an independent writing stamina of more than 35 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Student can consistently write independently for more than 35 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently writes independently for more than 40 minutes.</li> </ul>

Writes with organization, focus, and clarity				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>Student does not use an organizational pattern or</li> </ul>	<ul style="list-style-type: none"> <li>Student uses some organizational patterns and</li> </ul>	<ul style="list-style-type: none"> <li>Student uses organizational patterns relevant to units of</li> </ul>	<ul style="list-style-type: none"> <li>Student chooses and uses varied organizational patterns and</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p>format relevant to units of study.</p> <ul style="list-style-type: none"> <li>• Student does not generate or rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>• Beginnings and endings are either not relevant or very weak.</li> <li>• Few ideas are in logical order.</li> <li>• Student uses few complete sentences.</li> </ul>	<p>formats relevant to units of study.</p> <ul style="list-style-type: none"> <li>• Student uses some supports and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>• Student uses a brief beginning or ending.</li> <li>• Some ideas are in logical order.</li> <li>• Student uses some complete sentences.</li> <li>• Student uses few compound or complex sentences.</li> </ul>	<p>study.</p> <ul style="list-style-type: none"> <li>• Student generates, supports, and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</li> <li>• Student uses relevant beginning, middle, and conclusion.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple and compound sentences.</li> <li>• Sentences are organized into well-ordered paragraphs.</li> <li>• Student uses some transition words to connect idea.</li> </ul>	<p>formats that are well-suited to units of study.</p> <ul style="list-style-type: none"> <li>• Student uses an engaging introduction, body or middle, and conclusion.</li> <li>• Ideas are organized in logical order.</li> <li>• Student uses complete simple, compound, and complex sentences.</li> <li>• Sentences are organized into well-ordered paragraphs and sections.</li> <li>• Student uses transition words to connect sentences and paragraphs.</li> </ul>
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Elaborates by using details and descriptions				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>• Student uses simple, below-grade-level vocabulary</li> <li>• Student repeats words and phrases.</li> <li>• Student's writing reveals little of the writer's feeling or personality</li> <li>• Tone or style of writing is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses some grade-level vocabulary.</li> <li>• Student's writing reveals some of the writer's feelings or personality.</li> <li>• Student uses some words, phrases, or other techniques to partially reveal tone and style.</li> <li>• Expression and style may be partially appropriate to the genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses grade-level vocabulary that is appropriate.</li> <li>• Student uses words that are specific, interesting, and vivid.</li> <li>• Word choice and expression are appropriate to the genre or topic.</li> <li>• Student uses figurative language.</li> <li>• Student's writing maintains consistency in style and tone, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student tries out and uses interesting and sophisticated above-grade-level vocabulary.</li> <li>• Student chooses and uses words and phrases that are specific, interesting, and vivid.</li> <li>• Student uses figurative language.</li> <li>• The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.</li> </ul>

Uses Writer's Notebook/mini-lessons/conferences to develop skills				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student does not use Writer's Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student rarely uses Writer's Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student uses Writer's Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills taught in units of study.	Student uses Writer's Notebook, and applies mini-lessons and conferences as tools to collect and expand on sophisticated ideas. Student consistently applies writing skills taught in units of study, independently.

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

Applies narrative/informational/literary/opinion techniques				
Trimester	N- Not meeting	A-Approaching Standard	M- Meets Standard	E-Exceeds Standard
All	<ul style="list-style-type: none"> <li>Student writing does not show application of craft techniques specific to the appropriate writing genre or current writing unit of study.</li> <li>Student writing does not meet grade level learning progression descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing shows inconsistent application of craft techniques specific to the appropriate writing genre and current writing unit of study.</li> <li>Student writing does not consistently meet grade level learning progression descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing shows consistent application of craft techniques specific to the appropriate writing genre and current writing unit of study.</li> <li>Student writing consistently meets grade level learning progression descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing shows sophisticated application of craft techniques specific to the appropriate writing genre and current writing unit of study.</li> <li>Student writing consistently meets above grade level learning progression descriptors.</li> </ul>

Applies rules of grammar, usage, and mechanics				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (simple, compound, and complex sentences).</li> <li>Commas before conjunctions in compound sentences.</li> <li>Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>Pronoun usage (relative pronouns).</li> <li>Quotation marks (dialogue).</li> <li>Order adjectives within sentences according to conventional patterns.</li> <li>Form and use prepositional phrases.</li> </ul>	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (simple, compound, and complex sentences).</li> <li>Commas before conjunctions in compound sentences.</li> <li>Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>Pronoun usage (relative pronouns).</li> <li>Quotation marks (dialogue).</li> <li>Order adjectives within sentences according to conventional patterns.</li> <li>Form and use prepositional phrases.</li> </ul>	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons).</li> <li>Commas before conjunctions in compound sentences.</li> <li>Capitalization (proper nouns/adjectives, official titles, family members).</li> <li>Pronoun usage (relative pronouns).</li> <li>Quotation marks (dialogue).</li> <li>Order adjectives within sentences according to conventional patterns.</li> <li>Form and use prepositional phrases.</li> </ul>	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently</p>
2 <sup>nd</sup>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (combined/uncombined)</li> </ul>	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (combined/uncombined)</li> </ul>	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>Sentence structure (combined/uncombined sentences,</li> </ul>	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently</p>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p>sentences, sequencing for clarity, prepositional phrases).</p> <ul style="list-style-type: none"> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote).</li> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice</li> </ul>	<p>sentences, sequencing for clarity, prepositional phrases).</p> <ul style="list-style-type: none"> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote).</li> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> </ul>	<p>sequencing for clarity, prepositional phrases).</p> <ul style="list-style-type: none"> <li>• New paragraphs (dialogue, setting, separate topics, topic changes).</li> <li>• Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote).</li> <li>• Quotation marks (quotes from text).</li> <li>• Parts of speech (concrete noun use, abstract nouns, adverbs).</li> <li>• Precise word choice.</li> </ul>	
3 <sup>rd</sup>	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses)</li> </ul>	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses)</li> </ul>	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> <li>• Sentence structure (dashes/colons, elaboration, punctuation for effect).</li> <li>• New paragraphs (speaker changes).</li> <li>• Quotation marks (direct quote).</li> <li>• Parts of speech (subject/object pronouns, adverbs, verb tenses).</li> </ul>	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently</p>

Learns and applies spelling patterns				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>• Student rarely uses reference materials as needed to support correct spelling in written work.</li> <li>• Student rarely applies patterns and generalizations to spell words correctly.</li> <li>• Student rarely uses the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to use reference materials as needed to support correct spelling in written work.</li> <li>• Student is beginning to apply patterns and generalizations to spell words correctly.</li> <li>• Student is beginning to use the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses reference materials as needed to support correct spelling in written work.</li> <li>• Student applies patterns and generalizations to spell words correctly.</li> <li>• Student uses the word wall as a tool to apply correct spelling to his/her work.</li> </ul>	<p>Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.</p>

Applies revision and editing strategies

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely rereads or revises writing	<ul style="list-style-type: none"> <li>• Student sometimes rereads and revises part of writing.</li> <li>• Student may add or delete a few words to support meaning of part of writing</li> <li>• Student requires teacher and/or support</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads whole text and parts of text for revision.</li> <li>• Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization.</li> <li>• Student moves sentences to support organization, as taught in teacher-modeled lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads and revises whole text and parts of text periodically during and after drafting.</li> <li>• Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization.</li> <li>• Student independently explains how revision improves writing.</li> </ul>

Applies writing skills across the curriculum				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely or never applies writing skills in other curricular areas when appropriate	Student sometimes applies writing skills in other curricular areas when appropriate	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

**LANGUAGE ARTS LITERACY: Listening and Speaking**

Expresses ideas clearly and effectively				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>• Student rarely uses grade-appropriate academic vocabulary</li> <li>• Student rarely uses grade-appropriate conventions of standard English grammar and usage</li> <li>• Student rarely makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally uses grade-appropriate academic vocabulary</li> <li>• Student occasionally uses grade-appropriate conventions of standard English grammar and usage</li> <li>• Student occasionally makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses grade-appropriate academic vocabulary</li> <li>• Student consistently uses grade-appropriate conventions of standard English grammar and usage</li> <li>• Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</li> </ul>

Demonstrates listening skills for information and understanding				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

ALL	<ul style="list-style-type: none"> <li>• Student rarely reports on events, topics, or text in an organized manner.</li> <li>• Student rarely poses or responds to questions or builds on the ideas of previous speakers.</li> <li>• Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally reports on events, topics, or text in an organized manner.</li> <li>• Student occasionally poses and responds to questions, and builds on the ideas of previous speakers.</li> <li>• Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently reports on events, topics, or text in an organized manner.</li> <li>• Student consistently poses and responds to questions, and builds on the ideas of previous speakers.</li> <li>• Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate.</li> </ul>
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Participates in group discussions actively and appropriately				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> <li>• Student rarely engages in group discussions.</li> <li>• Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student rarely asks for clarification and further explanation as needed.</li> <li>• Student rarely extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally engages in group discussions.</li> <li>• Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student occasionally asks for clarification and further explanation as needed.</li> <li>• Student occasionally extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages and extends in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> <li>• Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> </ul>

MATHEMATICS

Understands and applies mathematical concepts				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<u>Numeration:</u> <ul style="list-style-type: none"> <li>• Student is unable or rarely able</li> </ul>	<u>Numeration:</u> <ul style="list-style-type: none"> <li>• Student demonstrates partial</li> </ul>	<u>Numeration:</u> <ul style="list-style-type: none"> <li>• Student consistently understands</li> </ul>	<u>Numeration:</u> <ul style="list-style-type: none"> <li>• Student consistently makes</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p>to demonstrate understanding of numeration concepts.</p> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use concepts of addition and subtraction of whole numbers.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand multiplication meanings and facts.</li> </ul> <p><u>Division Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of division meanings and facts</li> </ul>	<p>understanding of numeration concepts.</p> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses concepts of addition and subtraction of whole numbers.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands multiplication meanings and facts.</li> </ul> <p><u>Division Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of division meanings and facts</li> </ul>	<p>place value concepts in the base ten numeration system.</p> <ul style="list-style-type: none"> <li>• Student is able to read, write, compare and order multi-digit numbers.</li> <li>• Student will round multi-digit numbers to any place.</li> <li>• Student demonstrates basic understandings of decimals in money.</li> <li>• Student can count and make change.</li> </ul> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student consistently uses mental math to calculate addition and subtraction problems.</li> <li>• Student will round whole numbers to estimate sums and differences.</li> <li>• Student fluently adds and subtracts multi-digit whole numbers using the standard algorithm</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands the meaning of multiplication, as repeated equal groups, used in arrays and comparisons.</li> <li>• Student identifies patterns in multiplication facts 2, 5, and 9; applies multiplication properties; can solve facts through 12.</li> </ul> <p><u>Division Meaning and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands the meaning of division and the properties of division</li> <li>• Student applies division</li> </ul>	<p>insightful connections to other ideas and concepts and independently challenges him/herself.</p> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Division Meaning and Facts:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges</li> </ul>
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Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use concepts taught to multiply by 1-digit numbers.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of patterns and expressions.</li> </ul>	<p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses concepts taught to multiply by 1-digit numbers</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes demonstrates understanding of patterns and expressions.</li> </ul>	<p>properties for 0 and 1</p> <ul style="list-style-type: none"> <li>• Student understands the inverse relationship between multiplication and division to find division facts</li> </ul> <p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student uses basic facts and patterns to multiply by 10 and 100.</li> <li>• Student uses mental math.</li> <li>• Student rounds to estimate products.</li> <li>• Student uses standard and expanded algorithm for multiplying 2- and 3- digit factors by 1 digit.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands the concept of a variable as a symbol that stands for a number in an algebraic expression.</li> <li>• Student creates a number or shape pattern that follows a rule.</li> <li>• Student works with variables in a table.</li> <li>• Student determines a rule for numbers in a table and writes an expression.</li> <li>• Student uses a pattern to identify the relationship between two quantities.</li> <li>• Student determines the value of an unknown in simple addition, subtraction, multiplication, and division equations.</li> </ul>	<p>him/herself.</p> <p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>
2 <sup>nd</sup>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of multiplying by 2-digit numbers.</li> </ul>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of multiplying by 2-digit numbers.</li> </ul>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student uses patterns to solve problems involving multiples of 10 and 100</li> <li>• Student uses mental math to multiply 2-digit numbers and estimate products.</li> </ul>	<p><u>Multiplying by 2- Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of dividing by 1-digit divisors.</li> </ul> <p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of fractions.</li> </ul>	<p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of dividing by 1-digit divisors.</li> </ul> <p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses arrays and standard and expanded algorithms for multiplying 2-digit by 2-digit numbers to find the product.</li> <li>• Student uses partial products to multiply by 2-digit numbers.</li> </ul> <p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student recalls basic facts of division and applies them to divide 2-, 3-, and 4-digit numbers by 1-digit divisors, with and without remainders, using the standard algorithm.</li> <li>• Student uses mental math and estimates quotients.</li> <li>• Student can use place value to understand algorithm of long division.</li> <li>• Student uses multiplication to find all factors of a number and to determine prime and composite numbers.</li> <li>• Student can illustrate responses using rectangular arrays and/or area models.</li> </ul> <p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can identify a fraction as part of a region and a set.</li> <li>• Student divides sets to show fractional parts.</li> <li>• Student can estimate fractional amounts using benchmark fractions.</li> <li>• Student can write equivalent fractions and use a number line to identify them.</li> <li>• Student can express fractions in simplest form.</li> <li>• Student can compare and order</li> </ul>	<p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>
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Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of adding and subtracting fractions.</li> </ul> <p><u>Understanding Decimals:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of decimals.</li> </ul>	<p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands concepts of adding and subtracting fractions.</li> </ul> <p><u>Understanding Decimals:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands concepts of decimals.</li> </ul>	<p>fractions.</p> <ul style="list-style-type: none"> <li>• Student can identify and write mixed numbers as improper fractions, and improper fractions as mixed numbers.</li> </ul> <p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can add and subtract with like denominations.</li> <li>• Student can add and subtract mixed numbers.</li> <li>• Student can multiply a whole number by a fraction.</li> </ul> <p><u>Understanding Decimals:</u></p> <ul style="list-style-type: none"> <li>• Student can use a place value chart to represent decimals to the hundredths.</li> <li>• Student can read and write decimals in expanded, standard, and word form.</li> <li>• Student can compare and order decimals.</li> <li>• Student understands how to name and write fractions as decimals, and vice versa.</li> <li>• Student can locate and name fractions, mixed numbers, and decimals on a number line.</li> <li>• Student can use equivalent fractions to write fractions as decimals.</li> </ul>	<p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Understanding Decimals:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>
3 <sup>rd</sup>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of lines, angles, and shapes.</li> </ul>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of lines, angles, and shapes.</li> </ul>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student can identify and name: points, lines, and planes; line segments, rays and angles; polygons.</li> <li>• Student can measure and draw</li> </ul>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>

Bloomfield Public Schools  
 Benchmark Rubrics - Fourth Grade

	<p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of area and perimeter.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of measurements, time, and temperature.</li> </ul>	<p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands concepts of area and perimeter.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands and uses concepts of measurements, time, and temperature.</li> </ul>	<p>angles.</p> <ul style="list-style-type: none"> <li>• Student can classify triangles and quadrilaterals by angles and size.</li> <li>• Student can determine the number of lines of symmetry in a plane figure.</li> </ul> <p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student can measure area of a unit by counting squares that cover a region.</li> <li>• Student consistently finds the area of regular and irregular shapes.</li> <li>• Student estimates area of regular and irregular shapes using square units.</li> <li>• Student can find area by counting square units or using formula.</li> <li>• Student can compare different rectangles with same area to discover change in perimeter.</li> <li>• Student can compare different rectangles to discover change in area.</li> <li>• Student finds the perimeter of an object.</li> <li>• Student compares rectangles with the same area and different perimeter, and vice versa.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student understands and uses customary units to estimate and measure length, capacity, and weight.</li> <li>• Student uses metric units to estimate and measure length, capacity, and mass.</li> <li>• Student can convert units of</li> </ul>	<p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>
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Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to identify and use concepts of solving equations.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of data and graphs.</li> </ul>	<p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes identifies and uses concepts of solving equations.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of data and graphs.</li> </ul>	<p>measure within customary and metric systems.</p> <ul style="list-style-type: none"> <li>• Student can compare and appropriately use units of time, converting from one unit to another.</li> <li>• Student can accurately determine elapsed time, by finding the difference in time when using a beginning and end time.</li> <li>• Student can measure temperature in degrees Fahrenheit and Celsius.</li> </ul> <p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student identifies and uses properties of equality in addition and subtraction</li> <li>• Student uses addition, subtraction, multiplication, and division to solve for a variable in an equation.</li> <li>• Student can solve inequalities by finding values that make the equation true,</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student can interpret and display data from surveys, bar graphs, line plots, coordinate grids, line graphs, and stem and leaf plots.</li> <li>• Student can draw a circle graph to show parts of a whole.</li> </ul>	<p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.</li> </ul>
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Recalls math facts with speed and accuracy				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	Student is unable or rarely able to recall multiplication facts with 3, 4, 6, 7, 8, 10, 11 and 12.	Student can sometimes recall multiplication facts with 3, 4, 6, 7, 8, 10, 11, and 12.	Student can consistently recall multiplication facts with 3, 4, 6, 7, 8, 10, 11, and 12.	Student is able to apply and extend content knowledge independently.
2 <sup>nd</sup>	Student is unable or rarely able to recall multiplication and division	Student can sometimes recall multiplication and division facts	Student can consistently recall multiplication and division facts with 1	Student is able to apply and extend content knowledge independently.

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	facts with 1 and through 12.	with 1 through 12.	and through 12.	
3 <sup>rd</sup>	<p>Student is unable or rarely able to mentally calculate products of 1-digit numbers and 1-digit multiples 10, 100, and 1,000.</p> <p>Student is unable or rarely able to mentally calculate whole-number quotients with divisors of 10 and 100.</p>	<p>Student can sometimes mentally calculate products of 1-digit numbers and 1-digit multiples 10, 100, and 1,000.</p> <p>Student can sometimes mentally calculate whole-number quotients with divisors of 10 and 100.</p>	<p>Student mentally calculates products of 1-digit numbers and 1-digit multiples 10, 100, and 1,000.</p> <p>Student mentally calculates whole-number quotients with divisors of 10 and 100.</p>	<p>Student is able to apply and extend content knowledge independently.</p>

Understands and solves word problems accurately				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 <sup>st</sup>	<p><u>Numeration:</u></p> <ul style="list-style-type: none"> <li>Student never or rarely solves problems involving money.</li> </ul> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>Student is unable or rarely able to demonstrate how to find missing or extra information.</li> <li>Student is unable or rarely able to use a picture or diagram to translate an everyday situation into a number sentence.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student is unable or rarely able to draw a picture or write an equation to solve a word multiplication problem.</li> </ul> <p><u>Division Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student never or rarely understands that multiplication and division are inverse operations, or uses as a strategy to solve division problems.</li> </ul>	<p><u>Numeration:</u></p> <ul style="list-style-type: none"> <li>Student sometimes solves problems involving money.</li> </ul> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>Student sometimes demonstrates how to find missing or extra information.</li> <li>Student can sometimes use a picture or diagram to translate an everyday situation into a number sentence.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student sometimes demonstrates how to draw a picture or write an equation to solve a word multiplication problem.</li> </ul> <p><u>Division Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student sometimes understands that multiplication and division are inverse operations, and uses as a strategy to solve division problems.</li> <li>Student sometimes uses bar</li> </ul>	<p><u>Numeration:</u></p> <ul style="list-style-type: none"> <li>Student solves problems involving money.</li> </ul> <p><u>Addition and Subtraction of Whole Numbers:</u></p> <ul style="list-style-type: none"> <li>Student demonstrates how to find missing or extra information.</li> <li>Student can use a picture or diagram to translate an everyday situation into a number sentence.</li> </ul> <p><u>Multiplication Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student consistently demonstrates how to draw a picture or write an equation to solve a word multiplication problem.</li> </ul> <p><u>Division Meanings and Facts:</u></p> <ul style="list-style-type: none"> <li>Student understands that multiplication and division are inverse operations.</li> <li>Student uses bar diagrams and writes related number sentences to solve problems.</li> </ul>	<p>Student applies content knowledge independently to life experiences.</p> <p>Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.</p>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<ul style="list-style-type: none"> <li>• Student never or rarely uses bar diagrams or writes related number sentences to solve problems.</li> </ul> <p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use pictures, diagrams, or number sentences to solve problems and is unable or rarely able to check for reasonableness.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use objects and reasoning to solve problems.</li> </ul>	<p>diagrams and writes related number sentences to solve problems.</p> <p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses pictures, diagrams, or number sentences to solve problems and can sometimes check for reasonableness.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses objects and reasoning to solve problems.</li> </ul>	<p><u>Multiplying by 1-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student uses pictures, diagrams, or number sentences to solve problems and can check for reasonableness.</li> </ul> <p><u>Patterns and Expressions:</u></p> <ul style="list-style-type: none"> <li>• Student uses objects and reasoning to solve problems.</li> </ul>	
2 <sup>nd</sup>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to solve 2-question word problems.</li> <li>• Student is unable or rarely able to solve multi-step word problems.</li> </ul> <p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to solve 2-questions word problems.</li> <li>• Student is unable or rarely able to solve multi-step word problems.</li> </ul>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes solve 2-question word problems.</li> <li>• Student can sometimes solve multi-step word problems.</li> </ul> <p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes solve 2-question word problems.</li> <li>• Student can sometimes solve multi-step word problems.</li> </ul>	<p><u>Multiplying by 2-Digit Numbers:</u></p> <ul style="list-style-type: none"> <li>• Student can solve 2-question word problems.</li> <li>• Student can solve multi-step word problems.</li> </ul> <p><u>Dividing by 1-Digit Divisors:</u></p> <ul style="list-style-type: none"> <li>• Student ca solve 2-question word problems.</li> <li>• Student can solve multi-step word problems.</li> </ul>	<p>Student applies content knowledge independently to life experiences.</p> <p>Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.</p>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	<p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to explain whether a solution in problem solving is correct.</li> </ul> <p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use addition and subtraction to solve real-world problems.</li> </ul>	<p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes explain whether a solution in problem solving is correct.</li> </ul> <p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes use addition and subtraction to solve real-world problems.</li> </ul>	<p><u>Understanding Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can explain whether a solution in problem solving is correct.</li> </ul> <p><u>Adding and Subtracting Fractions:</u></p> <ul style="list-style-type: none"> <li>• Student can use addition and subtraction to solve real-world problems.</li> </ul>	
3 <sup>rd</sup>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to find unknown angle measures,</li> </ul> <p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use the formula for the perimeter and area of rectangles to solve real-world problems.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of measurement, time, and temperature to solve a real-world problem.</li> </ul> <p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to solve problems that require finding original quantities that lead to a given result.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to make, read, and analyze a graph to solve a problem.</li> </ul>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes find unknown angle measures by repeating smaller units or using addition or subtraction.</li> </ul> <p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes uses the formula for perimeter and area of rectangles to solve real-world problems.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes understands and uses concepts of measurement, time, and temperature to solve a real-world problem.</li> </ul> <p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student can sometimes solve problems that require finding original quantities that lead to a given result.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student sometimes makes, reads, and analyzes a graph to solve a problem.</li> </ul>	<p><u>Lines, Angles, and Shapes:</u></p> <ul style="list-style-type: none"> <li>• Student can find unknown angle measures by repeating smaller units or using addition or subtraction.</li> </ul> <p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> <li>• Student uses the formula for the perimeter and area of rectangles to solve real-world problems.</li> </ul> <p><u>Measurement, Time, and Temperature:</u></p> <ul style="list-style-type: none"> <li>• Student consistently understands and uses concepts of measurements, time, and temperature to solve a real-world problem.</li> </ul> <p><u>Equations:</u></p> <ul style="list-style-type: none"> <li>• Student can solve problems that require finding original quantities that lead to a given result.</li> </ul> <p><u>Data and Graphs:</u></p> <ul style="list-style-type: none"> <li>• Student makes, reads, and analyzes a graph to solve a problem.</li> </ul>	<p>Student applies content knowledge independently to life experiences.</p> <p>Student consistently uses a variety of processes including problem solving, reasoning, communicating, connecting, and representing to extend solutions to other situations, to design other strategies, and/or to apply strategies to life experiences.</p>

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

Computes accurately				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Clearly expresses mathematical thinking in written and oral form				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking precisely and with accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary. Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

**SCIENCE**

Demonstrates knowledge of facts and understanding of concepts				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student is rarely able to demonstrate understanding of content vocabulary and key concepts.	Student is beginning to demonstrate understanding of content vocabulary and key concepts.	Student demonstrates understanding of content vocabulary and key concepts.	Student consistently and independently extends understanding through application to real-life situations.
Applies scientific process skills				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student is rarely able to use scientific process to conduct investigations and communicate observations.	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations.	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations.	Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.

### SOCIAL STUDIES

Demonstrates knowledge of facts and understanding of concepts				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	The student demonstrates little understanding of facts or concepts.	The student can summarize or demonstrate an understanding of the concept. The student can explain the concept showing an understanding of some of the connections to the subject matter currently being taught. The student uses mostly relevant facts and usually shows understanding through descriptions, explanations and examples though they may be basic or superficial.	The student can analyze predictions and arguments using the concept and supporting evidence in order to make choices or explain courses of action. The student can draw inferences that show an understanding of the connections the concept has to the subject matter. The student uses relevant facts to show understanding through accurate descriptions, explanations and examples.	The student can evaluate concepts in order to make reasonable and defensible predictions. The student will transfer concepts and make connections independently. The student uses detailed relevant facts to show understanding through accurate and precise descriptions, explanations and examples.
Applies knowledge to classroom discussions and activities				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	The student communicates information that may not be relevant to the topic. The student expresses their ideas in a way that is unclear and imprecise.	The student communicates information that is mostly relevant to the topic. The student expresses ideas in a way that is occasionally unclear or inappropriate. The student attempts to structure and sequence the work but is not always successful.	The student communicates information that is relevant to the topic. The student expresses ideas clearly. The student uses a structure appropriate to the task and sequences the content logically.	The student communicates information that is always relevant to the topic. The student expresses in a clear, concise, effective, and possibly creative manner. The student organizes information into a well-developed and logical sequence.

### ART

Demonstrates appropriate skill development.				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
2 <sup>nd</sup>	Student rarely applies the use of elements of art and basic media in his/her artwork.	Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork.	Student understands and applies the use of the elements of art and basic media in his/her artwork most of the time.	Student understands and consistently applies the use of elements of art and their basic media in his/her artwork.
3 <sup>rd</sup>	Students rarely uses tools appropriate to the production of	Student is learning how to use tools appropriate to the production	Student uses the tools appropriate to the production of work of art in a	Student consistently uses tools appropriate to the production of works

Bloomfield Public Schools  
Benchmark Rubrics - Fourth Grade

	work of art in a variety of art media.	of works of art in a variety of art media.	variety of art media most of the time.	of art in a variety of art media.
<b>Participates and demonstrates effort.</b>				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely engages in group discussion.</li> <li>Student rarely asks for clarification and further explanation as needed.</li> <li>Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally engages in group discussion.</li> <li>Student occasionally asks for clarification and further explanation as needed.</li> <li>Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in group discussion most of the time.</li> <li>Student asks for clarification and further explanation as needed most of the time.</li> <li>Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently engages and extends group discussion</li> <li>Student consistently asks for clarification and further explanation as needed.</li> <li>Student consistently extends his/her ideas and understandings.</li> </ul>

**MUSIC**

<b>Demonstrates appropriate skill development.</b>				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely applies the use of elements of music.</li> <li>Student is unable to identify, notate beat or visually follow rhythmic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Student is beginning to understand and apply the use of elements of music.</li> <li>Student is learning how to identify, notate beat and visually follow rhythmic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and applied the use of the elements of music most of the time.</li> <li>Student identifies, notates beat and visually follows rhythmic symbols most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student understands and consistently applies the use of elements of music.</li> <li>Student consistently able to identify, notate beat and visually follows rhythmic symbols.</li> </ul>

<b>Participates and demonstrates effort.</b>				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> <li>Student rarely engages in group discussion.</li> <li>Student rarely asks for clarification and further explanation as needed.</li> <li>Student rarely extends his/her ideas and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally engages in group discussion.</li> <li>Student occasionally asks for clarification and further explanation as needed.</li> <li>Student occasionally extends his/her help and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student engages in group discussion most of the time.</li> <li>Student asks for clarification and further explanation as needed most of the time.</li> <li>Student extends his/her ideas and understandings most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently engages and extends group discussion</li> <li>Student consistently asks for clarification and further explanation as needed.</li> <li>Student consistently extends his/her ideas and understandings.</li> </ul>

**PHYSICAL EDUCATION**

<b>Demonstrates appropriate skill development</b>				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

Bloomfield Public Schools  
 Benchmark Rubrics - Fourth Grade

ALL	Student rarely demonstrates understanding of skills, movement performance, and physical fitness.	Student demonstrates some understanding of skills, movement performance, and physical fitness.	Student demonstrates a basic understanding of skills, movement performance, and physical fitness.	Student demonstrates an excellent understanding of skills, movement performance, and physical fitness.
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Participates and demonstrates effort				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely participates in class activities and is not putting forth effort in class.	Student occasionally participates in activities and is beginning to put forth effort in class.	Student participates and shows his/her best effort.	Student goes above and beyond by always participating and showing his/her best effort in class.

Demonstrates sportsmanship and positive attitude				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely demonstrates good sportsmanship.	Student occasionally demonstrates good sportsmanship.	Student shows good sportsmanship.	Student always has great sportsmanship and motivates or helps others.