



Elementary Report Card Grading Benchmarks – Grade 4

Language Arts - Reading

1. Reading: Reads fluently and accurately to support comprehension.

1	2	3	4
The student is unable or rarely able to read fluently and accurately to support comprehension in an independent book.	The student can sometimes, but is not consistently able to, read fluently and accurately to support comprehension in an independent book.	The student consistently meets grade-level expectations when reading fluently and accurately to support comprehension in an independent book.	The student consistently exceeds grade-level expectations when reading fluently and accurately to support comprehension in an independent book.

2. Reading: Refers to details and examples, both explicitly and when drawing inferences, from the text.

1	2	3	4
The student is unable or rarely able to refer to details and examples, both explicitly and when drawing inferences, from the text.	The student can sometimes, but is not consistently able to, refer to details and examples, both explicitly and when drawing inferences, from the text when independently reading grade-level texts.	The student consistently meets grade-level expectations by referring to details and examples, both explicitly and when drawing inferences, from the text when reading independently.	The student consistently exceeds grade-level expectations by referring to details and examples, both explicitly and when drawing inferences, from the text when reading independently.

	<p>OR</p> <p>The student consistently refers to details and examples, both explicitly and when drawing inferences, when independently reading below grade-level texts.</p>		
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3. Reading: Demonstrates ability to summarize both fiction and nonfiction texts.

1	2	3	4
<p>The student is unable or rarely able to demonstrate ability to summarize both fiction and nonfiction texts.</p>	<p>The student can sometimes, but is not consistently able to, demonstrate ability to summarize both fiction and nonfiction texts when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently demonstrates ability to summarize both fiction and nonfiction texts when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by demonstrating ability to summarize both fiction and nonfiction texts read independently</p>	<p>The student consistently exceeds grade-level expectations by demonstrating ability to summarize both fiction and nonfiction texts read independently.</p>

4. Reading: Determines a theme from details in a text.

1	2	3	4
<p>The student is unable or rarely able to determine a theme from details in a text.</p>	<p>The student can sometimes, but is not consistently able to, determine a theme from details in a text</p>	<p>The student consistently meets grade-level expectations by determining a theme from details</p>	<p>The student consistently exceeds grade-level expectations by determining a theme from details</p>

	<p>when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently determines a themes from details in a text when independently reading below grade-level texts.</p>	<p>in a text when reading independently.</p>	<p>in a text when reading independently.</p>
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5. Reading: Describes in depth a character, setting, or event, drawing on specific details in the text.

1	2	3	4
<p>The student is unable or rarely able to describe in depth a character, setting, or event, drawing on specific details in the text.</p>	<p>The student can sometimes, but is not consistently able to, describe in depth a character, setting, or event, drawing on specific details when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently describes in depth a character, setting, or event, drawing on specific details in the text when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by describing in depth a character, setting, or event, drawing on specific details in the text when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by describing in depth a character, setting, or event, drawing on specific details in the text when reading independently.</p>

6. Reading: Compares and contrasts the treatment of similar themes or topics, patterns of events, and points of view.

1	2	3	4

<p>The student is unable or rarely able to compare and contrast the treatment of similar themes or topics, patterns of events, and points of view.</p>	<p>The student can sometimes, but is not consistently able to, compare and contrast the treatment of similar themes or topics, patterns of events, and points of view when independently reading grade-level texts a grade-level text.</p> <p>OR</p> <p>The student consistently compares and contrasts the treatment of similar themes or topics, patterns of events, and points of view when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by comparing and contrasting the treatment of similar themes or topics, patterns of events, and points of view when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by comparing and contrasting the treatment of similar themes or topics, patterns of events, and points of view when reading independently.</p>
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7. Reading: Determines the main idea of a text and explains how it is supported by key details.

1	2	3	4
<p>The student is unable or rarely able to determine the main idea of a text and explain how it is supported by key details.</p>	<p>The student can sometimes, but is not consistently able to, determine the main idea of a text and explain how it is supported by key details when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently determines the main idea of a text and explains how it is supported by key details when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by determining the main idea of a text and explaining how it is supported by key details when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by determining the main idea of a text and explaining how it is supported by key details when reading independently.</p>

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8. Reading: Compares and contrasts a firsthand and secondhand account of the same event or topic.

1	2	3	4
<p>The student is unable or rarely able to compare and contrast a firsthand and secondhand account of the same event or topic.</p>	<p>The student can sometimes, but is not consistently able to, compare and contrast a firsthand and secondhand account of the same event or topic when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently compares and contrasts a firsthand and secondhand account of the same event or topic when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by comparing and contrasting a firsthand and secondhand account of the same event or topic when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by comparing and contrasting a firsthand and secondhand account of the same event or topic when reading independently.</p>

9. Reading: Describes the overall structure of events, ideas, concepts, or information in a text or part of a text.

1	2	3	4
<p>The student is unable or rarely able to describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>	<p>The student can sometimes, but is not consistently able to, describe the overall structure of events, ideas, concepts, or information in a text or part of a text when independently reading grade-level texts.</p> <p>OR</p>	<p>The student consistently meets grade-level expectations by describing the overall structure of events, ideas, concepts, or information in a text or part of a text when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by describing the overall structure of events, ideas, concepts, or information in a text or part of a text when reading independently.</p>

	<p>The student consistently describes the overall structure of events, ideas, concepts, or information in a text or part of a text when independently reading below grade-level texts.</p>		
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10. Reading: Determines the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies.

1	2	3	4
<p>The student is unable or rarely able to determine the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies.</p>	<p>The student can sometimes, but is not consistently able to, determine the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies, when independently reading grade-level texts</p> <p>OR</p> <p>The student consistently determines the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies, when independently reading below grade-level texts.</p>	<p>The student consistently meets grade-level expectations by determining the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by determining the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies when reading independently.</p>

Language Arts – Writing

11. Writing: Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.

1	2	3	4
The student is unable or rarely able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student can sometimes, but is not consistently able to, write opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student consistently meets grade-level expectations by writing opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student consistently exceeds grade-level expectations in the content area by writing opinion pieces on topics or texts, supporting a point of view with reasons and information.

12. Writing: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

1	2	3	4
The student is unable or rarely able to write informative and/or explanatory texts to examine a topic and convey ideas and information clearly.	The student can sometimes, but is not consistently able to, write informative and/or explanatory texts to examine a topic and convey ideas and information clearly.	The student consistently meets grade-level expectations by writing informative and/or explanatory texts to examine a topic and convey ideas and information clearly.	The student consistently exceeds grade-level expectations in the content by writing informative and/or explanatory texts to examine a topic and convey ideas and information clearly.

13. Writing: Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1	2	3	4
The student is unable or rarely able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	The student can sometimes, but is not consistently able to, write narratives to develop real or imagined experiences or events using effective technique,	The student consistently meets grade-level expectations by writing narratives to develop real or imagined experiences or events using effective technique,	The student consistently exceeds grade-level expectations in the content by writing narratives to develop real or imagined experiences or events using

sequences.	descriptive details, and clear event sequences.	descriptive details, and clear event sequences.	effective technique, descriptive details, and clear event sequences.
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14. Writing: Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

1	2	3	4
The student is unable or rarely able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student can sometimes, but is not consistently able to, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student consistently meets grade-level expectations by producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student consistently exceeds grade-level expectations in the content by producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

15. Writing: Develops and strengthens writing as needed by planning, revising, and editing.

1	2	3	4
The student is unable or rarely able to develop and strengthen writing as needed by planning, revising, and editing.	The student can sometimes, but is not consistently able to, develop and strengthen writing as needed by planning, revising, and editing.	The student consistently meets grade-level expectations by developing and strengthening writing as needed by planning, revising, and editing.	The student consistently exceeds grade-level expectations in the content by developing and strengthening writing as needed by planning, revising, and editing.

16. Writing: Conducts short research projects that build knowledge through investigation of different aspects of a topic.

1	2	3	4

The student is unable or rarely able to conduct short research projects that build knowledge through investigation of different aspects of a topic.	The student can sometimes, but is not consistently able to, conduct short research projects that build knowledge through investigation of different aspects of a topic.	The student consistently meets grade-level expectations by conducting short research projects that build knowledge through investigation of different aspects of a topic.	The student consistently exceeds grade-level expectations in the content by conducting short research projects that build knowledge through investigation of different aspects of a topic.
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17. Writing: Draws evidence from literary or informational texts to support analysis, reflection, and research.

1	2	3	4
The student is unable or rarely able to draw evidence from literary or informational texts to support analysis, reflection, and research.	The student can sometimes, but is not consistently able to, draw evidence from literary or informational texts to support analysis, reflection, and research.	The student consistently meets grade-level expectations by drawing evidence from literary or informational texts to support analysis, reflection, and research.	The student consistently exceeds grade-level expectations in the content by drawing evidence from literary or informational texts to support analysis, reflection, and research.

18. Writing: Demonstrates command of the conventions of Standard English grammar and usage.

1	2	3	4
The student is unable or rarely able to demonstrate command of grammar, usage, capitalization, and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of grammar and usage in writing.	The student consistently meets grade-level expectations when demonstrating command of grammar and usage.	The student consistently exceeds grade-level expectations when demonstrating command of grammar and usage.

19. Writing: Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling.

1	2	3	4
The student is unable or rarely	The student can sometimes, but is	The student consistently meets	The student consistently exceeds

able to demonstrate command of capitalization, punctuation, and spelling.	not consistently able to, demonstrate command of capitalization, punctuation, and spelling..	grade-level expectations when demonstrating command of capitalization, punctuation, and spelling.	grade-level expectations when demonstrating command of capitalization, punctuation, and spelling.
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