

Springfield Grading Benchmarks – FOURTH GRADE

READING

1) Independent Reading Level

Trimester	1	2	3	4
1 st	Student has achieved reading success at Level N or below.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q or above.
2 nd	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.	Student has achieved reading success at Level R or above.
3 rd	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.	Student has achieved reading success at Level S or above.
<i>Reading level based on Fountas & Pinnell Expectations for Reading.</i>				

2) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

Proficiency Levels	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student applies few comprehension strategies before, during, and after reading. • Student often does not recognize when meaning has been disrupted. • Student displays little relevant thinking through discussion, notes, and writing about ideas in text. 	<ul style="list-style-type: none"> • Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted. • Student displays some relevant thinking about ideas through discussion, notes, and writing. • Responses demonstrate a partial understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies before, during, and after reading of texts at student's reading level. • Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. • Discussion, notes, and writing reveal relevant thinking and understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies to extend and enhance thinking before, during, and after reading texts. • Student displays relevant and original thinking about ideas in texts through discussion, notes and writing. • Student recognizes when meaning is disrupted and applies multiple fix-up strategies.

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3) Reads with comprehension: Literal (identifies main idea, and concepts presented in text).

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Student demonstrates a weak understanding of fictional texts. • Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. • Student does not apply target grade-level comprehension skills. • Student asks and answers a few literal questions. • Retelling and responses include a few minor and unrelated details that are stated in the text. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some literal questions. • Literal retelling and responses from texts at student’s reading level. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies target grade-level skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of texts at the student’s reading level. • Student identifies the genres of stories read. • Literal retelling and responses from texts at student’s reading level. • Student cites specific support to assist in interpretation of text. 	<ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies above-grade-level skills. • 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. • Literal retelling and responses from texts at student’s reading level. • Student cites specific support to assist in interpretation of text.

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4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of texts and shows difficulty retelling and responding. • Student makes few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts through retellings and responses. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions, and inferences. • Student applies some inferential thinking skills. 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of texts through retellings and responses. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. • Student applies inferential thinking skills and evaluates stated ideas in texts. • Student cites specific text details and examples to assist in interpretation of higher-level text. 	<ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding of texts through retellings and responses. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. • Student evaluates ideas and information that are implied or partially stated. • Student applies inferential thinking skills. • Student cites specific text details and examples to assist in interpretation of higher-level questions with increasing depth.

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5) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1 st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
2nd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 or more minutes, using available opportunities to extend reading time.
3rd	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for 40 or more minutes, using available opportunities to extend reading time.

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

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Lack of fluent reading is evident. • Reading of leveled texts is very choppy and slow. • Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Reading is somewhat fluent. • Student reads either very slowly or very quickly. • Reading is choppy some of the time. • Student may inaccurately phrase words. • Student attends to some 	<ul style="list-style-type: none"> • Student demonstrates fluent reading. • Student reads accurately. • Student uses phrases to read longer sentences. • Student attends to some internal punctuation and most ending punctuation. 	<ul style="list-style-type: none"> • Student demonstrates fluent and accurate reading. • Student attends to and uses phrasing to read longer and more complex sentences. • Student attends to internal and ending punctuation. • Expression supports

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		<p>ending punctuation.</p> <ul style="list-style-type: none"> • Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> • Expression is matched to text. 	<p>understanding.</p>
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7) Written responses include supportive evidence from the text.

Trimester	1	2	3	4
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 (theme, analysis), supported by text evidence.

WRITING

1) Produces writing appropriate to task, purpose and audience.

Trimester	1	2	3	4
ALL	<p>Student is unable to produce clear writing appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information • Informative texts to 	<p>Student produces some clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with 	<p>Student produces clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information 	<p>Student produces exceptionally clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with

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	<p>examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<p>reasons and information</p> <ul style="list-style-type: none"> • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<ul style="list-style-type: none"> • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<p>reasons and information</p> <ul style="list-style-type: none"> • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
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2) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 st	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for 30 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 40 minutes.	Student is approaching an independent writing stamina of 40 minutes.	Student can consistently write independently for 40 minutes.	Student consistently writes independently for 40 or more minutes, using available opportunities to extend writing time.

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3) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> • Student rarely plans, revises, and edits. • Student does not use an organizational pattern or format relevant to units of study. • Beginnings and endings are either not evident or very weak. • Few ideas are in logical order. • Student uses few complete sentences. 	<ul style="list-style-type: none"> • Student is beginning to develop and strengthen writing by planning, revising, and editing. • Student uses some organizational patterns and formats relevant to units of study. • Student uses a brief beginning or ending. • Some ideas are in logical order. • Student uses some complete sentences. • Student uses few compound or complex sentences. 	<ul style="list-style-type: none"> • Student develops and strengthens writing by planning, revising, and editing. • Student uses organizational patterns relevant to units of study. • Student uses a relevant beginning, middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple and compound sentences. • Sentences are organized into well-ordered paragraphs. • Student uses some transition words to connect idea. 	<ul style="list-style-type: none"> • Student independently develops and strengthens writing by planning, revising, and editing, utilizing mentor texts to guide and deepen their writing. • Student chooses and uses varied organizational patterns and formats that are well-suited to units of study. • Student uses an engaging introduction, body or middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple, compound, and complex sentences. • Sentences are organized into well-ordered paragraphs and sections. • Student uses transition words to connect sentences and paragraphs.

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4) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student uses simple, below-grade-level vocabulary. • Student repeats words and phrases. • Student’s writing reveals little of the writer’s feeling or personality. • Tone or style of writing is not evident. 	<ul style="list-style-type: none"> • Student uses some grade-level vocabulary. • Student’s writing reveals some of the writer’s feelings or personality. • Student uses some words, phrases, or other techniques to partially reveal tone and style. • Expression and style may be partially appropriate to the genre. 	<ul style="list-style-type: none"> • Student uses grade-level vocabulary that is appropriate. • Student uses words that are specific, interesting, and vivid. • Word choice and expression are appropriate to the genre or topic. • Student’s writing maintains consistency in style and tone, as taught in units of study. 	<ul style="list-style-type: none"> • Student tries out and uses interesting and sophisticated above-grade-level vocabulary. • Student chooses and uses words and phrases that are specific, interesting, and vivid. • Student uses figurative language. • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.

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5) Applies grade-appropriate mechanics and grammar.

Trimester	1	2	3	4
ALL	<p>Student rarely applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Relative pronouns and adverbs • Progressive verb tenses • Modal auxiliaries (can, may, must) to convey various conditions • Order of adjectives • Prepositional phrases • Complete sentences, correcting fragments and run-ons • Capitalization • Commas and quotation marks to mark direct speech and quotations from a text • Comma before a coordinating conjunction in a compound sentence • Punctuation for effect 	<p>Student is beginning to apply correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Relative pronouns and adverbs • Progressive verb tenses • Modal auxiliaries (can, may, must) to convey various conditions • Order of adjectives • Prepositional phrases • Complete sentences, correcting fragments and run-ons • Capitalization • Commas and quotation marks to mark direct speech and quotations from a text • Comma before a coordinating conjunction in a compound sentence • Punctuation for effect 	<p>Student applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Relative pronouns and adverbs • Progressive verb tenses • Modal auxiliaries (can, may, must) to convey various conditions • Order of adjectives • Prepositional phrases • Complete sentences, correcting fragments and run-ons • Capitalization • Commas and quotation marks to mark direct speech and quotations from a text • Comma before a coordinating conjunction in a compound sentence • Punctuation for effect 	<p>Student consistently applies grammar, usage, and mechanics skills and edits independently.</p> <ul style="list-style-type: none"> • Relative pronouns and adverbs • Progressive verb tenses • Modal auxiliaries (can, may, must) to convey various conditions • Order of adjectives • Prepositional phrases • Complete sentences, correcting fragments and run-ons • Capitalization • Commas and quotation marks to mark direct speech and quotations from a text • Comma before a coordinating conjunction in a compound sentence • Punctuation for effect

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6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses reference materials as needed to support correct spelling in written work. • Student rarely applies patterns and generalizations to spell words correctly. • Student rarely uses the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student is beginning to use reference materials as needed to support correct spelling in written work. • Student is beginning to apply patterns and generalizations to spell words correctly. • Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. 	<ul style="list-style-type: none"> • Student uses reference materials as needed to support correct spelling in written work. • Student applies patterns and generalizations to spell words correctly. • Student uses the word wall as a tool to apply correct spelling to his/her work. 	<p>Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.</p>

7) Applies writing skills and the writing process across the curriculum.

Trimester	1	2	3	4
ALL	<p>Student rarely or never applies writing skills (ex. rarely rereads or revises) in other curricular areas when appropriate.</p>	<p>Student sometimes applies writing skills (ex. sometimes rereads , revises part of writing, may add or delete a few words, student requires teacher support) in other curricular areas when appropriate.</p>	<p>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.</p>	<p>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.</p>

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8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 st & 2 nd	<ul style="list-style-type: none"> • Student can only use technology with constant guidance and support to produce and publish writing. • Student demonstrates little or no command of keyboarding skills. 	<ul style="list-style-type: none"> • Student uses technology with frequent guidance and support to produce and publish writing. • Student demonstrates some command of keyboarding skills. 	<ul style="list-style-type: none"> • Student uses technology with some guidance and support to produce and publish writing. • Student demonstrates sufficient command of keyboarding skills. 	<ul style="list-style-type: none"> • Student independently uses technology to produce and publish writing. • Student consistently demonstrates exceptional command of keyboarding skills.
3 rd	<ul style="list-style-type: none"> • Student can only use technology with constant guidance and support to produce and publish writing • Student demonstrates little or no command of keyboarding skills 	<ul style="list-style-type: none"> • Student uses technology with frequent guidance and support to produce and publish writing • Student demonstrates some command of keyboarding skills and is progressing towards typing a minimum of one page in a single sitting 	<ul style="list-style-type: none"> • Student uses technology with some guidance and support to produce and publish writing • Student demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting 	<ul style="list-style-type: none"> • Student independently uses technology to produce and publish writing • Student consistently demonstrates exceptional command of keyboarding skills to type a minimum of one page in a single sitting

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LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses grade-appropriate academic vocabulary. • Student rarely uses grade-appropriate conventions of standard English grammar and usage. • Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student occasionally uses grade-appropriate academic vocabulary. • Student occasionally uses grade-appropriate conventions of standard English grammar and usage. • Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student consistently uses grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style. 	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.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely reports on events, topics, or text in an organized manner. • Student rarely poses or responds to questions or builds on the ideas of previous speakers. • Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student occasionally reports on events, topics, and text in an organized manner. • Student occasionally poses and responds to questions, and builds on the ideas of previous speakers. • Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student consistently reports on events, topics, and text in an organized manner. • Student consistently poses and responds to questions, and builds on the ideas of previous speakers. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	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.

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3) Paraphrases key information presented in various forms and subject.

Trimester	1	2	3	4
ALL	Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodality.

MATHEMATICS

Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to interpret a multiplication equation as a comparison • Student is unable or rarely able to multiply or divide to solve word problems involving multiplicative comparisons • Student is unable or rarely able to solve multi-step word problems using: four operations, interpretation of remainders, equations, mental computation and 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when interpreting a multiplication equation as a comparison • Student demonstrates partial understanding when multiplying or dividing to solve word problems involving multiplicative comparisons • Student demonstrates partial understanding when solving multi-step word problems using: four 	<ul style="list-style-type: none"> • Student consistently interprets a multiplication equation as a comparison • Student consistently multiplies or divides to solve word problems involving multiplicative comparisons • Student consistently solves multi-step word problems using: four operations, interpretation of remainders, equations, mental computation 	<ul style="list-style-type: none"> • Student consistently interprets a multiplication equation as a comparison and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently multiplies or divides to solve word problems involving multiplicative comparisons and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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	<p>estimation to determine reasonableness</p> <ul style="list-style-type: none"> • Student is unable or rarely able to find factor pairs, recognize multiples and determine whether a number is a multiple and whether a number is prime or composite in the range 1-100 • Student is unable or rarely able to generate a number or shape pattern that follows a give rule 	<p>operations, interpretation of remainders, equations, mental computation and estimation to determine reasonableness</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding when finding factor pairs, recognizing multiples and determining whether a number is a multiple and whether a number is prime or composite in the range 1-100 • Student demonstrates partial understanding when generating a number or shape pattern that follows a give rule 	<p>and estimation to determine reasonableness</p> <ul style="list-style-type: none"> • Student consistently finds factor pairs, recognizes multiples and determines whether a number is a multiple and whether a number is prime or composite in the range 1-100 • Student consistently generates a number or shape pattern that follows a give rule 	<ul style="list-style-type: none"> • Student consistently solves multi-step word problems using: four operations, interpretation of remainders, equations, mental computation and estimation to determine reasonableness and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently finds factor pairs, recognizes multiples and determines whether a number is a multiple and whether a number is prime or composite in the range 1-100 and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently generates a number or shape pattern that follows a give rule and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • 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

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
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

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Number and Operations

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable to or rarely displays place value understanding for multi-digit whole numbers (use base-ten numerals, number names, expanded form, compare numbers; can round whole to any place) • Student is unable to or rarely uses place value understanding and properties of operations to perform multi-digit arithmetic (fluently add and subtract, multiply up to four digit by one-digit and two-digit numbers and illustrate and explain the calculation with equations, arrays, and/or area models; find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using multiple strategies) • Student is unable to or 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when displaying place value understanding for multi-digit whole numbers (use base-ten numerals, number names, expanded form, compare numbers; can round whole to any place) • Student demonstrates partial understanding when using place value understanding and properties of operations to perform multi-digit arithmetic (fluently add and subtract, multiply up to four digit by one-digit and two-digit numbers and illustrate and explains the calculation with equations, arrays, and/or area models; find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using 	<ul style="list-style-type: none"> • Student consistently displays place value understanding for multi-digit whole numbers (use base-ten numerals, number names, expanded form, compare numbers; can round whole to any place) • Student consistently uses place value understanding and properties of operations to perform multi-digit arithmetic (fluently add and subtract, multiply up to four digit by one-digit and two-digit numbers and illustrate and explain the calculation with equations, arrays, and/or area models; find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using multiple strategies) • Student consistently 	<ul style="list-style-type: none"> • Student consistently displays place value understanding for multi-digit whole numbers (use base-ten numerals, number names, expanded form, compare numbers; can round whole to any place) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently uses place value understanding and properties of operations to perform multi-digit arithmetic (fluently add and subtract, multiply up to four digit by one-digit and two-digit numbers and illustrate and explain the calculation with equations, arrays, and/or area models; find whole-number

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	<p>rarely extends the understanding of fraction equivalence and ordering (explain equivalent fractions with models; compare two fractions by creating common denominators or numerators or by comparing to a benchmark fraction)</p> <ul style="list-style-type: none"> • Student is unable to or rarely builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Student is unable to or rarely understands decimal notation for fractions, and compares decimal fractions 	<p>multiple strategies)</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding when extending the understanding of fraction equivalence and ordering (explain equivalent fractions with models; compare two fractions by creating common denominators or numerators or by comparing to a benchmark fraction) • Student demonstrates partial understanding when building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Student demonstrates partial understanding of decimal notation for fractions, and compares decimal fractions 	<p>extends the understanding of fraction equivalence and ordering (explain equivalent fractions with models; compare two fractions by creating common denominators or numerators or by comparing to a benchmark fraction)</p> <ul style="list-style-type: none"> • Student consistently builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Student consistently understands decimal notation for fractions, and compares decimal fractions 	<p>quotients and remainders with up to four-digit dividends and one-digit divisors using multiple strategies) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> • Student consistently extends the understanding of fraction equivalence and ordering (explain equivalent fractions with models; compare two fractions by creating common denominators or numerators or by comparing to a benchmark fraction) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently builds fractions from unit fractions by applying and extending previous understandings of
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				<p>operations on whole numbers and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> • Student consistently understands decimal notation for fractions, and compares decimal fractions and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • 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

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3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Number and Operations skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
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

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Measurement and Data

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable to or rarely solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (know measurement units and equivalents; use operations to solve word problems involving distance, time, volume, mass, and money; apply area and perimeter formulas for rectangles in real world and mathematical problems) • Student is unable to or rarely represents and interprets data (making and using line plots) • Student is unable to or rarely displays an understanding of geometric measurement: concepts of angle and measure angles (formation of angles; measuring with a protractor; finding 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when solving problems involving measurement and conversion of measurements from a larger unit to a smaller unit (know measurement units and equivalents; use operations to solve word problems involving distance, time, volume, mass, and money; apply area and perimeter formulas for rectangles in real world and mathematical problems) • Student demonstrates partial understanding when representing and interpreting data (making and using line plots) • Student demonstrates partial understanding when displaying an understanding of geometric measurement: concepts 	<ul style="list-style-type: none"> • Student consistently solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (know measurement units and equivalents; use operations to solve word problems involving distance, time, volume, mass, and money; apply area and perimeter formulas for rectangles in real world and mathematical problems) • Student consistently represents and interprets data (making and using line plots) • Student consistently displays an understanding of geometric measurement: concepts of angle and measure angles (formation of angles; measuring with a protractor; finding 	<ul style="list-style-type: none"> • Student consistently solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (know measurement units and equivalents; use operations to solve word problems involving distance, time, volume, mass, and money; apply area and perimeter formulas for rectangles in real world and mathematical problems) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently represents and interprets data (making and using line plots) and makes insightful connections to other ideas and concepts and

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	unknown angles using addition and subtraction problems)	of angle and measure angles (formation of angles; measuring with a protractor; finding unknown angles using addition and subtraction problems)	unknown angles using addition and subtraction problems)	independently challenges himself/herself <ul style="list-style-type: none"> • Student consistently displays an understanding of geometric measurement: concepts of angle and measure angles (formation of angles; measuring with a protractor; finding unknown angles using addition and subtraction problems) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • 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

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3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Measurement and Data skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
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

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Geometry

1) Understands and applies mathematical concepts

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student is unable to or rarely draws and identifies lines and angles, and classifies shapes by properties of their lines and angles (draws points, lines, line segments, rays, three types of angles, and perpendicular and parallel lines; classifies 2D figures by lines or angles; recognizes symmetry) 	<ul style="list-style-type: none"> Student demonstrates partial understanding when drawing and identifying lines and angles, and classifying shapes by properties of their lines and angles (draws points, lines, line segments, rays, three types of angles, and perpendicular and parallel lines; classifies 2D figures by lines or angles; recognizes symmetry) 	<ul style="list-style-type: none"> Student consistently draws and identifies lines and angles, and classifies shapes by properties of their lines and angles (draws points, lines, line segments, rays, three types of angles, and perpendicular and parallel lines; classifies 2D figures by lines or angles; recognizes symmetry) 	<ul style="list-style-type: none"> Student consistently draws and identifies lines and angles, and classifies shapes by properties of their lines and angles (draws points, lines, line segments, rays, three types of angles, and perpendicular and parallel lines; classifies 2D figures by lines or angles; recognizes symmetry) and makes insightful connections to other ideas and concepts and independently challenges himself/herself

2) Expresses mathematical thinking in written and oral form

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> Student communicates all mathematical thinking precisely and with accurate vocabulary Student communicates logical arguments clearly in oral, written, and/or graphic

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				form to show why a result makes sense
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3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts

⇒ EARTH, PHYSICAL, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Earth's Land:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Moving water, wind, and ice change the shape of the land by weathering, erosion, and deposition of rocks and sediments; • Metal ores, other rocks and minerals, and fossil fuels are nonrenewal resources; Soil is a slowly renewable resource; • When people produce huge amounts of trash, the rate of resource depletions increases and land is used up for trash disposal; Reducing the waste stream saves energy and resources and results in less pollution. <p><u>Properties of Matter:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Matter can be described by its properties, many of which can be measured; 	<p><u>Earth's Land:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Moving water, wind, and ice change the shape of the land by weathering, erosion, and deposition of rocks and sediments; • Metal ores, other rocks and minerals, and fossil fuels are nonrenewal resources; Soil is a slowly renewable resource; • When people produce huge amounts of trash, the rate of resource depletions increases and land is used up for trash disposal; Reducing the waste stream saves energy and resources and results in less pollution. <p><u>Properties of Matter:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of</p>	<p><u>Earth's Land:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Moving water, wind, and ice change the shape of the land by weathering, erosion, and deposition of rocks and sediments; • Metal ores, other rocks and minerals, and fossil fuels are nonrenewal resources; Soil is a slowly renewable resource; • When people produce huge amounts of trash, the rate of resource depletions increases and land is used up for trash disposal; Reducing the waste stream saves energy and resources and results in less pollution. <p><u>Properties of Matter:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Matter can be described by its properties, many of 	<p><u>Earth's Land:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Moving water, wind, and ice change the shape of the land by weathering, erosion, and deposition of rocks and sediments; • Metal ores, other rocks and minerals, and fossil fuels are nonrenewal resources; Soil is a slowly renewable resource; • When people produce huge amounts of trash, the rate of resource depletions increases and land is used up for trash disposal; Reducing the waste stream saves energy and resources and results in less pollution.

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<ul style="list-style-type: none"> • Mater, which is made up of particles in constant motion, can change state when heat is gained or lost; • Matter can be described by physical and chemical properties (it can change physically in size, shape, or state, and it change chemically to form some other kind of matter. <p><u>Classifying Living Things:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals and plants are classified by their structure and behavior; Animals are further classified by the absence or presence of a backbone and plants by the absence or presence of seeds; • All animals share the need for food, water, and shelter, as well as the need to maintain body temperature within certain ranges. <p><u>Magnetism and Electricity:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Magnets and the magnetic force fields around them 	<p>key concepts, including:</p> <ul style="list-style-type: none"> • Matter can be described by its properties, many of which can be measured; • Mater, which is made up of particles in constant motion, can change state when heat is gained or lost; • Matter can be described by physical and chemical properties (it can change physically in size, shape, or state, and it change chemically to form some other kind of matter. <p><u>Classifying Living Things:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals and plants are classified by their structure and behavior; Animals are further classified by the absence or presence of a backbone and plants by the absence or presence of seeds; • All animals share the need for food, water, and shelter, as well as the need to maintain body temperature within 	<p>which can be measured;</p> <ul style="list-style-type: none"> • Mater, which is made up of particles in constant motion, can change state when heat is gained or lost; • Matter can be described by physical and chemical properties (it can change physically in size, shape, or state, and it change chemically to form some other kind of matter. <p><u>Classifying Living Things:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals and plants are classified by their structure and behavior; Animals are further classified by the absence or presence of a backbone and plants by the absence or presence of seeds; • All animals share the need for food, water, and shelter, as well as the need to maintain body temperature within certain ranges. <p><u>Magnetism and Electricity:</u> Student demonstrates understanding of key concepts, including:</p>	<p><u>Properties of Matter:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Matter can be described by its properties, many of which can be measured; • Mater, which is made up of particles in constant motion, can change state when heat is gained or lost; • Matter can be described by physical and chemical properties (it can change physically in size, shape, or state, and it change chemically to form some other kind of matter. <p><u>Classifying Living Things:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Animals and plants are classified by their structure and behavior; Animals
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	<p>have observable properties;</p> <ul style="list-style-type: none"> • There are two forms of electrical energy – static and current; • Electric current is produced in generators, electric cells, and solar cells, and it can be changed into useful forms of energy. <p><u>Weather and Climate:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth’s atmosphere, where weather occurs, is a mixture of gasses that occupies space, has weight, and is affected by changes in temperature; • Weather changes from day to day and place to place, partly as a result of changes in air pressure and the amount of water vapor in the atmosphere; • Changes in cloud formations, wind direction, and barometric pressure are good local weather predictors; • Seasonal weather changes and climate differences are the result of several factors including the amount and 	<p>certain ranges.</p> <p><u>Magnetism and Electricity:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Magnets and the magnetic force fields around them have observable properties; • There are two forms of electrical energy – static and current; • Electric current is produced in generators, electric cells, and solar cells, and it can be changed into useful forms of energy. <p><u>Weather and Climate:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth’s atmosphere, where weather occurs, is a mixture of gasses that occupies space, has weight, and is affected by changes in temperature; • Weather changes from day to day and place to place, partly as a result of changes in air pressure and the amount 	<ul style="list-style-type: none"> • Magnets and the magnetic force fields around them have observable properties; • There are two forms of electrical energy – static and current; • Electric current is produced in generators, electric cells, and solar cells, and it can be changed into useful forms of energy. <p><u>Weather and Climate:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth’s atmosphere, where weather occurs, is a mixture of gasses that occupies space, has weight, and is affected by changes in temperature; • Weather changes from day to day and place to place, partly as a result of changes in air pressure and the amount of water vapor in the atmosphere; • Changes in cloud formations, wind direction, and barometric pressure are good local weather predictors; • Seasonal weather changes and climate differences are the result 	<p>are further classified by the absence or presence of a backbone and plants by the absence or presence of seeds;</p> <ul style="list-style-type: none"> • All animals share the need for food, water, and shelter, as well as the need to maintain body temperature within certain ranges. <p><u>Magnetism and Electricity:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Magnets and the magnetic force fields around them have observable properties; • There are two forms of electrical energy – static and current; • Electric current is produced in generators, electric cells, and solar cells, and it can be changed into useful forms of energy. <p><u>Weather and Climate:</u> Student independently meets standards and extends</p>
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	<p>intensity of sunlight and the tilt of Earth’s axis.</p>	<p>of water vapor in the atmosphere;</p> <ul style="list-style-type: none"> • Changes in cloud formations, wind direction, and barometric pressure are good local weather predictors; • Seasonal weather changes and climate differences are the result of several factors including the amount and intensity of sunlight and the tilt of Earth’s axis. 	<p>of several factors including the amount and intensity of sunlight and the tilt of Earth’s axis.</p>	<p>understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Earth’s atmosphere, where weather occurs, is a mixture of gasses that occupies space, has weight, and is affected by changes in temperature; • Weather changes from day to day and place to place, partly as a result of changes in air pressure and the amount of water vapor in the atmosphere; • Changes in cloud formations, wind direction, and barometric pressure are good local weather predictors; • Seasonal weather changes and climate differences are the result of several factors including the amount and intensity of sunlight and the tilt of Earth’s axis.
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	Student is unable or rarely able to communicate using acquired vocabulary.	Student is beginning to communicate or sometimes communicates using acquired vocabulary.	Student communicates using acquired vocabulary.	<p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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2) Applies scientific process skills (observing, recording data, experimenting, interpreting results, communicating).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).	<ul style="list-style-type: none"> • Student is beginning to learn through discovery. • Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> • Student learns through discovery. • Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

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SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
ALL	<p>Student does not understand or rarely demonstrates an understanding of the following:</p> <ul style="list-style-type: none"> • historic concepts, including New Jersey’s Native Americans and first settlers; • historic concepts, including colonial times in New Jersey; • economic, demographic, geographic concepts/regions (including weather and climate) of New Jersey; • immigration; • naturalization process; • environmental issues; • New Jersey inventors and famous people; • Industrialization; • Natural resources and technology; • Transportation systems; • Lenni Lenape Indians; • Slavery in New Jersey; • New Jersey’s role in the US Revolution; • New Jersey folklore; 	<p>Student sometimes demonstrates an understanding of the following:</p> <ul style="list-style-type: none"> • historic concepts, including New Jersey’s Native Americans and first settlers; • historic concepts, including colonial times in New Jersey; • economic, demographic, geographic concepts/regions (including weather and climate) of New Jersey; • immigration; • naturalization process; • environmental issues; • New Jersey inventors and famous people; • Industrialization; • Natural resources and technology; • Transportation systems; • Lenni Lenape Indians; • Slavery in New Jersey; • New Jersey’s role in the US Revolution; • New Jersey folklore; 	<p>Student demonstrates an understanding of the following:</p> <ul style="list-style-type: none"> • historic concepts, including New Jersey’s Native Americans and first settlers; • historic concepts, including colonial times in New Jersey; • economic, demographic, geographic concepts/regions (including weather and climate) of New Jersey; • immigration; • naturalization process; • environmental issues; • New Jersey inventors and famous people; • Industrialization; • Natural resources and technology; • Transportation systems; • Lenni Lenape Indians; • Slavery in New Jersey; • New Jersey’s role in the US Revolution; • New Jersey folklore; • Cultural influences in 	<p>Student consistently demonstrates an understanding of concepts and independently applies them to other learning situations, making insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <ul style="list-style-type: none"> • historic concepts, including New Jersey’s Native Americans and first settlers; • historic concepts, including colonial times in New Jersey; • economic, demographic, geographic concepts/regions (including weather and climate) of New Jersey; • immigration; • naturalization process; • environmental issues; • New Jersey inventors and famous people; • Industrialization; • Natural resources and technology; • Transportation systems; • Lenni Lenape Indians;

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	<ul style="list-style-type: none"> • Cultural influences in New Jersey; • New Jersey symbols. 	<ul style="list-style-type: none"> • Cultural influences in New Jersey; • New Jersey symbols. 	<ul style="list-style-type: none"> • New Jersey; • New Jersey symbols. 	<ul style="list-style-type: none"> • Slavery in New Jersey; • New Jersey’s role in the US Revolution; • New Jersey folklore; • Cultural influences in New Jersey; • New Jersey symbols.
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.