

# Grade 4 ELA/SS Proficiency Scale Trimester 1

	<b>Novice 1</b>	<b>Approaching 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>Communication</b>	Practices engaging in discussion, shares ideas when prompted, and practices delivering presentations with support.	Sometimes engages in discussions, builds on others' ideas with prompting, and delivers presentations with some key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays).	Engages in discussions, builds on other students' ideas, clearly explains ideas, and delivers oral presentations with various key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays). <b>(SL.4.1, SL.4.2, SL.4.4)</b>	Initiates relevant discussions, synthesizes other students' ideas, clearly explains ideas, and delivers presentations with all relevant key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> adds in unique features and creativity beyond expectations.
<b>Comprehension</b>	Needs prompting to self-monitor while practicing reading strategies (Visualize, Question, Connect to Text, and Analyzing) and skills(Summarizing, main idea, plot, and theme) with below grade-level text, practices summarizing and comparing and contrasting text; <u>and</u> by achieving an independent level M or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates making progress in comprehension by sometimes self-monitoring reading, identifies reading strategies (Visualize, Question, Connect to Text, and Analyzing) and skills (summarizing, main idea, plot, theme) to understand text; summarizes text; compares and contrasts text; <u>and</u> by achieving an independent level N/O or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills (summarizing, main idea, plot, theme, story elements) to understand grade-level content; accurately summarizes text; compares and contrasts text; identifies theme; <u>and</u> by achieving an independent level P or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. <b>(RF.4.4, RL.4.1, RL.4.3, RL.4.7, RL.4.9, RL.4.10, RI.4.10)</b>	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills(summarizing, main idea, plot, and theme) to understand above grade-level content; accurately summarizes text; compares and contrasts text; <u>and</u> by achieving an independent level S or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
<b>Critical Thinking</b>	Practices with informational text and identifying the political regions of the United States, their geographical features, natural resources, impact of economy and industry.	Demonstrates emerging critical thinking by reading and understanding some informational texts <u>and/or</u> working toward identifying some characteristics of the political regions of the United States <u>and/or</u> working toward comparing and contrasting the political regions, their geographical features, natural resources and impact of economy and industry.	Demonstrates critical thinking by reading and understanding informational texts <u>and</u> being able to identify, describe, summarize, and compare and contrast key concepts of the political regions of the United States, their geographical features, natural resources, and impact of economy and industry. <b>(NDSS.E.1, NDSS.E.2, NDSS.E.6, NDSS.E.7, NDSS.G.1, RI.4.1, RI.4.2)</b>	Identifies the political regions of the United States <u>and</u> their geographical features; <u>and</u> uses critical thinking and selects relevant evidence to explain the impact of geography on human activities; <u>and</u> uses relevant information to synthesize, summarize and compare and contrast text beyond grade level expectations.
<b>Vocabulary</b>	Practices word-attack skills in isolation to decode, and practices writing words with short and long vowel patterns; <u>AND</u> participates in the use of academic vocabulary	Demonstrates some word-attack skills to decode and write words, working towards accuracy on applying strategies to long and short vowel patterns and syllables, applying strategies in isolation; <u>AND/OR</u> , demonstrates some academic vocabulary by recalling the meaning and practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode and write words, understand the function of and meaning of base words, plurals, long and short vowels, letter/sound relationships, and syllables; applying strategies in daily use; <u>AND</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. <b>(L.4.4, L.4.5, L.4.6, RF.4.3)</b>	Demonstrates automaticity of decoding and function of morphographic strategies to determine meaning and application through consistent daily use; <u>AND</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning; using the words in conversation.
<b>Writing - Content</b>	Practices writing compare and contrast pieces with a graphic organizer, simple ideas, and simple sentences; <u>AND</u> , practices the writing process to write personal narratives by practicing the oral retell and storyboarding, and drafting simple sentences with a 'who' and 'did what?'	Applies some of the writing process to write compare/contrast pieces; <u>AND/OR</u> a personal narrative that includes some organization, incomplete ideas, limited word choice, some transition words, and simple sentences.	Applies the writing process to write compare/contrast pieces with clear introduction, organized information, linking transition words, and clear conclusion; <u>AND</u> a personal narrative that includes clear organization, well-developed ideas, appropriate word choice, sentence fluency, and evidence of revision. <b>(W.4.2, W.4.3, W.4.4, W.4.5, W.4.6)</b>	Applies writing process to write compare/contrast pieces <u>AND</u> personal narratives that includes organization, ideas, building the paragraph, word choice, transition words, and complex sentences beyond grade level expectations.
<b>Writing - Conventions</b>	Practices describing and using capitalization, punctuation, and simple grammar; and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. <b>(L.4.1, L.4.2, L.4.3)</b>	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics, high-frequency words, and homophones) in words with two or more syllables in writing <u>and/or</u> is highly accurate with conventions through the editing process.

# Grade 4 ELA/SS Proficiency Scale Trimester 2

	Novice 1	Approaching 2	Proficient 3	Advanced 4
<b>Communication</b>	Practices engaging in discussions, shares ideas when prompted, and practices delivering presentations with support.	Sometimes engages in discussions, builds on other ideas with prompting, and delivers presentations with some key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays).	Engages in discussions, builds on other students' ideas, clearly explains ideas, and delivers presentations with various key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays). <b>(SL.4.1, SL.4.2, SL.4.3, SL.4.4)</b>	Asks higher-level questions to check for understanding or extend thinking, clearly explains ideas, and delivers presentations with all relevant key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> leads the group and adds in unique features and creativity beyond expectations.
<b>Comprehension</b>	Needs prompting to self-monitor while practicing reading strategies (visualize, question, connect, and analyze) and skills (plot, theme, allusions, character, setting, event, main idea, text evidence, cause and effect, drawing conclusions) with below grade-level text, practices summarizing and comparing and contrasting text; <u>and</u> by achieving an independent level N or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates making progress in comprehension by sometimes self-monitoring reading, identifies reading strategies (visualize, question, connect, and analyze) and skills (plot, theme, allusions, character, setting, event, main idea, text evidence, cause and effect, drawing conclusions) to understand text; <u>and</u> by achieving an independent level O or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, summarize, and analyze) and skills (plot, theme, allusions, character, setting, event, main idea, text evidence, cause and effect, drawing conclusions) to understand grade-level content; <u>and</u> by achieving an independent level Q or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. <b>(RF.4.4, RI.4.2, RI.4.3, RI.4.8, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.10)</b>	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, and analyze) and skills (plot, theme, allusions, character, setting, event, main idea, text evidence, cause and effect, drawing conclusions) to understand above grade-level content; <u>and</u> by achieving an independent level T or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
<b>Critical Thinking</b>	Practices emerging critical thinking with the structure of ND government, and effects of geography on economy, agriculture, and settlement in North Dakota studies by attempting to explain the use in North Dakota's three regions with support, <u>and/or</u> practices reading informational text, gathering information, and recognizing what is relevant and irrelevant to include in the written research process with support.	Demonstrates emerging critical thinking with the structure of ND government, and effects of geography on economy, agriculture, and settlement in North Dakota studies by attempting to explain the use in North Dakota's three regions, <u>and/or</u> attempts reading informational text, gathering information, and recognizing what is relevant and irrelevant to include in the written research process.	Demonstrates critical thinking with the structure of ND government, and effects of geography on economy, agriculture, and settlement in North Dakota studies by explaining the use in North Dakota's three regions, <u>and</u> reading informational text, gathering information, and recognizing what is relevant and irrelevant to include in the written research process. <b>(NDSS.C.3, NDSS.E.5, NDSS.G.4, NDSS.G.5, NDSS.G.7)</b>	Demonstrates critical thinking with the structure of ND government, and effects of geography on economy, agriculture, and settlement in North Dakota studies by explaining the use in North Dakota's three regions, <u>and</u> reading multiple sources of informational text, gathering information, and recognizing what is relevant and irrelevant to include in the written research process, <u>and</u> synthesizes information; <u>and</u> describes the land use in North Dakota; <u>and</u> adds creativity and unique elements to all work.
<b>Vocabulary</b>	Demonstrates partial understanding by applying one strategy to unknown words, recognizing grade-specific vocabulary; <u>and/or</u> participates in the use of academic vocabulary; being exposed to synonyms, and antonyms.	Demonstrates some word-attack skills to decode and recalls the meaning of the words; <u>and/or</u> , demonstrates some academic vocabulary by recalling the meaning of synonyms, and antonyms; practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode <u>and</u> demonstrates acquisition and expansion of academic vocabulary-applying strategies [schwa + r (er, ir, ur, etc.), unaccented final syllables (-ture, -sure, -on, -in, etc.), inflected endings (-y), initial syllables, and qu words] to determine meaning in daily use. <b>(RF.4.3, L.4.4, L.4.5, L.4.6)</b>	Demonstrates automaticity of decoding and word analysis strategies <u>and</u> demonstrates acquisition and expansion of academic vocabulary-applying morphographic strategies (affixes, synonyms, antonyms context clues) to determine meaning; using the words in daily use and conversation.
<b>Writing – Content</b>	Practices the writing process to write an imaginary or realistic narrative with simple sentences, <u>and/or</u> practices the opinion writing by practicing a claim, finding facts, and writing simple sentences.	Applies the writing process to write an imaginary or realistic narrative that includes characters, setting, problem, and resolution, with some details, simple sentences, and attempt at revision <u>and/or</u> opinion piece that includes some organization and planning, some facts and details, limited word choice, missing in ineffective transition words, and simple sentences.	Applies the writing process to write an imaginary or realistic narrative that includes character, setting, problem and resolution with clear chronology, sensory details <u>and/or</u> appropriate use of the revision process; <u>and</u> opinion piece that includes clear organization and planning, well-developed ideas, supporting facts and details, appropriate word choice, effective transition words, and sentence fluency. <b>(W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9)</b>	Applies the writing process to write an imaginary or realistic narrative <u>and</u> opinion or argumentative piece that includes strong organization and planning, well-developed ideas, supporting facts and details that reflect higher-level thinking, strong vocabulary, varied sentences, and produces quality work beyond grade-level expectations.
<b>Writing - Conventions</b>	Practices describing and using capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. <b>(W.4.5, L.4.1, L.4.2, L.4.3)</b>	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics, high-frequency words, and homophones) in words with two or more syllables in writing <u>and/or</u> is highly accurate with conventions through the editing process.

# Grade 4 ELA/SS Proficiency Scale Trimester 3

	<b>Novice 1</b>	<b>Approaching 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>Communication</b>	Practices engaging in discussions, shares ideas when prompted, and practices delivering and presentations with support.	Sometimes engages in discussions, builds on others' ideas with prompting, and delivers presentation with some key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays).	Engages in discussions, builds on other students' ideas, clearly explains ideas, and delivers presentations with various key components (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays). <b>(SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5)</b>	Initiates relevant discussions, synthesizes other students' ideas, clearly explains ideas, and delivers presentations with all relevant key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> adds in unique features and creativity beyond expectations.
<b>Comprehension</b>	Needs prompting to self-monitor while practicing reading strategies and skills with below grade-level text, practices identifying point of view, main idea, and summarizing; <u>and</u> by achieving an independent level O or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates making progress in comprehension by sometimes self-monitoring reading, identifies reading strategies and skills to understand text; point of view, main idea, and summarizing <u>and</u> by achieving an independent level P or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills to understand grade-level content; accurately identifies and explains point of view, main idea, theme, and summarizing; <u>and</u> by achieving an independent level R or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. <b>(RI.4.1, RI.4.2, RI.4.6, RI.4.8, RL.4.2, RL.4.6, RL.4.7)</b>	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills to understand above grade-level content; accurately identifies and explains point of view, main idea, theme and summarizing; <u>and</u> by achieving an independent level U or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
<b>Critical Thinking</b>	Lists historical figures and events that occurred in North Dakota history. Practices how to find the difference between poems, drama, and prose.	Demonstrates emerging critical thinking by drawing conclusions and selecting some relevant evidence to explain the impact of significant historical figures and groups on the history of North Dakota and determining how significant events create a cause-effect relationship. Working towards identifying the difference between poems, drama, and prose.	Demonstrates critical thinking by drawing conclusions and selecting relevant evidence to explain the impact of significant historical figures and groups on the history of North Dakota and determining how significant events create a cause-effect relationship. Explain difference between poems, drama, and prose. <b>(RL.4.5, RI.4.3, RI.4.5, NDSS.H.3, NDSS.H.5, NDSS.H.9, NDSS.H.10)</b>	Demonstrates critical thinking by drawing conclusions and selecting relevant evidence to explain the impact of significant historical figures and groups on the history of North Dakota and determining how significant events create a cause-effect relationship that goes beyond grade level expectation.
<b>Vocabulary</b>	Demonstrates partial understanding by applying one strategy to unknown words, recognizing grade-specific vocabulary, and practicing with consonants and affixes; <u>OR</u> participates in the use of academic vocabulary.	Demonstrates emerging understanding to decode and understand the function of and meaning of word parts; applying their meanings in isolation; <u>AND</u> demonstrates some academic vocabulary by recalling the meaning of affixes.	Demonstrates understanding to decode and understand the function of and meaning of word parts; applying their meanings in daily use; <u>AND</u> demonstrates some academic vocabulary by recalling the meaning of affixes.	Demonstrates understanding to decode and understand the function of and meaning of word parts; applying their meanings in daily use; <u>AND</u> demonstrates some academic vocabulary by recalling the meaning of affixes that goes beyond grade level expectation.
<b>Writing – Content</b>	With support practices the process of synthesizing <u>and/or</u> descriptive writing with basic organization, details, word choice, and simple sentences.	Partially demonstrates the components of synthesizing <u>and/or</u> descriptive writing with some organization, details, word choice, transition words, simple sentences, and some revisions.	Independently demonstrates the components of synthesizing with clear organization, supporting facts and details, word choice, transition words, and revisions; <u>and</u> descriptive writing with clear organization, figurative language, sentence variety, and evidence of revising. <b>(RI.4.8, RI.4.9, SL.4.3, W.4.1, W.4.7, W.4.8, W.4.9)</b>	Independently demonstrates the components of synthesizing <u>and</u> descriptive writing with clear organization, supporting facts and details, strong word choice, transition words, varied sentences, and revisions and goes beyond grade level expectations.
<b>Writing - Conventions</b>	Practices describing and using capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process.	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics, high-frequency words, and homophones) in words with two or more syllables in writing <u>and/or</u> is highly accurate with conventions through the editing process.