
4th Grade Learning Scale

Standard 4.R.4:

Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

4 – Above Proficiency

- I read grade-level texts smoothly, with few or no mistakes.
- My voice changes to show emotion, punctuation, and meaning.
- I understand what I read and can explain it clearly.

3 – Meeting Proficiency

- I read grade-level texts with some mistakes, but I fix them quickly.
- My reading sounds natural most of the time.
- I understand what I read and can answer questions about it.

2 – Approaching Proficiency

- I read grade-level texts with several mistakes and need some help.
- My reading is choppy or slow.
- I need help to understand and talk about what I read.

1 – Beginning to Understand

- I often struggle with reading grade-level texts.
- I make many mistakes and need lots of help.
- I have trouble understanding what I read.

4th Grade Learning Scale

Standard 4.R.5:

Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

4 – Above Proficiency

- I use strong details and evidence from the text to explain my ideas.
- I can clearly show what the text says and what I infer (figure out) from it.
- I connect evidence to my thinking and explain why it matters.

3 – Meeting Proficiency

- I use details and evidence from the text to answer questions.
- I can tell what the text says and make inferences with support.
- I explain my answers using information from the text.

2 – Approaching Proficiency

- I use some details from the text, but they might not always fit.
- I can explain what the text says, but I struggle to make inferences.
- I need help to find or use evidence.

1 – Beginning to Understand

- I have trouble finding details or evidence from the text.
- I can't explain what the text says or make inferences without help.
- My answers don't use information from the text.

4th Grade Learning Scale

Standard 4.R.6:

Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

4 – Above Proficiency

- I can find the theme or main idea in many types of texts, including from different cultures.
- I explain how key details support the main idea or theme with strong evidence.
- I write clear, complete summaries using important details from the text.

3 – Meeting Proficiency

- I can find the theme or main idea in different texts.
- I use key details from the text to support my answer.
- I summarize the text using evidence from the text.

2 – Approaching Proficiency

- I sometimes find the theme or main idea, but need help.
- I use a few details, but they might not always fit.
- My summaries are missing important information or evidence.

1 – Beginning to Understand

- I have trouble finding the theme or main idea in texts.
- I don't use details to support my answers.
- My summaries are unclear or don't use evidence from the text.

4th Grade Learning Scale

Standard 4.R.9:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)

4 – Above Proficiency

- I use different strategies to figure out the meaning of unknown or tricky words.
- I can explain how I figured out the meaning.
- I choose the best strategy for each word and help others do the same.

3 – Meeting Proficiency

- I use clues from the text or other strategies to find the meaning of new words.
- I can explain what the word means and how I figured it out.
- I choose from strategies like using context clues, word parts, or glossaries.

2 – Approaching Proficiency

- I try to use clues or strategies but need some help.
- I sometimes guess the meaning or pick the wrong strategy.
- I can explain my thinking with help.

1 – Beginning to Understand

- I often skip or guess unknown words.
- I don't use strategies to figure out word meanings.
- I need lots of help to understand new or tricky words.

4th Grade Learning Scale

Standard 4.W.1:

Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.

4 – Above Proficiency

- I write strong arguments with clear reasons and evidence.
- I use linking words to connect my ideas smoothly.
- My conclusion clearly wraps up my argument and relates to my claim.
- I include extra facts or examples to make my argument even stronger.

3 – Meeting Proficiency

- I write an argument with a clear claim and support it with evidence.
- I use linking words (like “because,” “for example,” or “also”) to connect my claim and evidence.
- I end my writing with a conclusion that relates to my claim.

2 – Approaching Proficiency

- I have a claim, but my reasons or evidence are weak or unclear.
- I use a few linking words, but my writing may be choppy.
- My conclusion is unclear or only somewhat related to my claim.

1 – Beginning to Understand

- I do not clearly state a claim or support it with evidence.
- I don’t use linking words to connect my ideas.
- I do not have a conclusion, or it doesn’t relate to my argument.

4th Grade Learning Scale

Standard 4.W.2:

Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.

4 – Above Proficiency

- I write clear and detailed informative pieces that teach about the topic.
- I use linking words to connect my ideas smoothly within each section.
- My conclusion clearly wraps up my writing and explains why the topic matters.
- I include extra facts, examples, or details to make my writing stronger.

3 – Meeting Proficiency

- I write informative pieces that explain the topic clearly.
- I use linking words (like “for example,” “also,” “next”) to connect my ideas.
- I end with a conclusion that relates to my explanation.

2 – Approaching Proficiency

- My topic and information are somewhat clear, but I leave out important details.
- I use a few linking words, but my writing may feel choppy or disconnected.
- My conclusion is unclear or doesn’t fully connect to my explanation.

1 – Beginning to Understand

- My writing is unclear or missing important information about the topic.
 - I don’t use linking words to connect ideas.
 - I do not have a conclusion, or it doesn’t relate to my topic.
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4th Grade Learning Scale

Standard 4.SL.1:

Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues. Respectfully acknowledge and respond to comments and claims. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

4 – Above Proficiency

- I actively participate in conversations and group work, using age-appropriate vocabulary and staying on topic.
- I ask and answer thoughtful questions, connect ideas, and explain my thinking.
- I respectfully acknowledge and respond to others' comments and claims, and help others stay involved.
- I can lead discussions or help classmates improve their conversation skills.

3 – Meeting Proficiency

- I join in conversations and group work, using appropriate vocabulary and staying on topic.
- I ask and answer questions and connect my responses to what others say.
- I show respect and respond to others' ideas.

2 – Approaching Proficiency

- I participate in conversations with some help, and use some appropriate vocabulary.
- I ask or answer questions with reminders.
- I can stay on topic and respond to others with support.

1 – Beginning to Understand

- I am learning how to join conversations and use appropriate vocabulary.
- I need reminders to listen, stay on topic, and respond to others.

4th Grade Learning Scale

Standard 4.OA.3

Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

4 – Above Proficiency

- I can solve multi-step word problems with whole numbers using all four operations without help all the time.
- I explain my steps and reasoning in detail, including how I interpret and use remainders.
- I can create my own similar word problems and solve them.
- I can help classmates understand how to break down and solve these problems.

3 – Meeting Proficiency

- I solve multi-step word problems with whole numbers using all four operations on my own most of the time.
- I interpret remainders correctly when needed.
- I show my work and explain my thinking clearly.

2 – Approaching Proficiency

- I solve simple or part of multi-step problems but miss some steps or make mistakes.
- I usually choose the correct operation and can sometimes interpret the remainder with some help.
- I need reminders or hints to finish the problem and explain my thinking.

1 – Beginning to Understand

- I struggle to start or solve multi-step word problems.
 - I often use the wrong operations or ignore remainders.
 - I need a lot of help to understand what to do and to work through the problem.
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4th Grade Learning Scale

Standard 4.NBT.3

Use place value understanding to round multi-digit whole numbers to any place.

4 – Above Proficiency

- I can round multi-digit numbers to any place and explain my reasoning clearly.
- I use place value language and different strategies to show how I rounded.
- I can create my own rounding problems and solve them in more than one way.
- I can teach others and help them understand how to use rounding strategies.

3 – Meeting Proficiency

- I round multi-digit numbers to any place on my own.
- I explain how I used place value to round the number.
- I solve rounding problems accurately.

2 – Approaching Proficiency

- I can usually round multi-digit numbers to any place with some help.
- I use place value language and show my thinking with some reminders.
- I usually choose the correct place and can round numbers with some support.

1 – Beginning to Understand

- I am learning to round numbers.
- I need support to find the correct place value.
- I need step-by-step help to round numbers correctly.

4th Grade Learning Scale

Standard 4.NBT.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4 – Above Proficiency

- I can multiply large numbers (up to four digits by one digit, and two-digit by two-digit) using different strategies like place value, arrays, and area models.
- I explain my thinking and show my work in clear steps, using equations, pictures, or models.
- I can create my own multiplication problems and solve them in more than one way.
- I help others understand and use these strategies.

3 – Meeting Proficiency

- I multiply large numbers using strategies like place value, rectangular arrays, or area models on my own.
- I show my work and explain how I solved the problem.
- I solve problems accurately and understand why the strategies work.

2 – Approaching Proficiency

- I can multiply numbers using strategies like place value or area models with some help.
- I usually show my work and can sometimes explain my thinking.
- I usually choose the correct strategy and can solve parts of the problem with reminders or hints.

1 – Beginning to Understand

- I need lots of help to multiply larger numbers or to use place value, arrays, or area models.
- I have trouble showing my work or explaining my steps.
- I rely on others to help me understand and solve these problems.

4th Grade Learning Scale

Standard 4.NBT.6

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4 – Above Proficiency

- I can divide up to four-digit numbers by one-digit numbers using different strategies like place value, arrays, area models, and equations.
- I clearly explain my steps and why I used certain strategies, including how I found the quotient and remainder.
- I can create and solve my own division problems in different ways.
- I help others understand and use these division strategies.

3 – Meeting Proficiency

- I divide up to four-digit numbers by one-digit numbers using place value, arrays, area models, or equations on my own.
- I show my work and explain how I solved the problem, including the quotient and remainder.
- I solve problems accurately and understand why each strategy works.

2 – Approaching Proficiency

- I can divide numbers using place value, arrays, or area models with some help.
- I usually show my work and can sometimes explain my thinking.
- I usually choose the correct strategy and can solve parts of the problem with reminders.

1 – Beginning to Understand

- I need a lot of help to divide larger numbers or to use place value, arrays, or area models.
- I have trouble showing my work or explaining my steps.
- I rely on others to help me understand and solve these division problems.

4th Grade Learning Scale

Standard 4.NF.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4 – Above Proficiency

- I can explain why fractions like a/b and $(n \times a)/(n \times b)$ are equivalent using clear examples and visual fraction models.
- I show how the number and size of the parts change, but the fractions stay the same size.
- I can create and solve my own equivalent fraction problems in different ways.
- I help others understand and use fraction models to find equivalent fractions.

3 – Meeting Proficiency

- I explain and show why two fractions are equivalent using fraction models.
- I describe how the number and size of parts look different, but the fractions are equal.
- I recognize and make equivalent fractions on my own.

2 – Approaching Proficiency

- I use fraction models to show equivalent fractions with some help.
- I can usually tell when two fractions are equivalent if I see a model.
- I can make some equivalent fractions with reminders or hints.

1 – Beginning to Understand

- I am starting to understand what equivalent fractions are.
- I need help using fraction models to show or explain why fractions are equal.
- I need step-by-step support to find or make equivalent fractions.

4th Grade Learning Scale

Standard 4.NF.3

Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. In other words, any fraction is a sum of unit fractions. Add and subtract fractions and mixed numbers with like denominators, break fractions into parts in different ways, and solve word problems using models and equations.

4 – Above Proficiency

- I can show and explain how any fraction is a sum of unit fractions and decompose fractions in more than one way (like $3/8 = 1/8 + 2/8$).
- I add and subtract fractions and mixed numbers with like denominators using equations and visual models.
- I solve and create my own word problems involving fraction addition and subtraction, justifying my work with models and clear explanations.
- I help others understand how to break apart, add, and subtract fractions and mixed numbers, and explain why my methods work.

3 – Meeting Proficiency

- I can explain and show that fractions can be written as a sum of unit fractions.
- I can break apart a fraction into a sum of smaller fractions in different ways and record it with equations and models.
- I add and subtract fractions and mixed numbers with like denominators, showing my work with equations and models.
- I solve word problems with fractions using equations or models.

2 – Approaching Proficiency

- I can show that some fractions are made of unit fractions with some reminders.
- I can decompose (break apart) fractions or mixed numbers with help, using models or equations.
- I add and subtract fractions and mixed numbers with like denominators with support, including word problems.

1 – Beginning to Understand

- I am starting to understand that fractions can be made by adding unit fractions.
- I need help to break apart or combine fractions and mixed numbers.
- I need step-by-step support to solve word problems with fractions.

4th Grade Learning Scale

Standard 4.NF.2

Compare two fractions with different numerators and different denominators, for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual fraction model.

4 – Above Proficiency

- I can compare any two fractions, even with different numerators and denominators, using strategies like making common denominators, common numerators, or comparing to benchmarks (like $\frac{1}{2}$).
- I use visual fraction models and clear explanations to justify my comparisons.
- I create and solve my own fraction comparison problems and check my work using $>$, $=$, or $<$.
- I help others understand how to compare fractions and explain why comparisons are only valid when the fractions refer to the same whole.

3 – Meeting Proficiency

- I compare fractions with different numerators and denominators using common denominators, numerators, or benchmarks.
- I use $>$, $=$, or $<$ to record my comparisons and explain my thinking with fraction models.
- I know that comparisons only work when the fractions refer to the same whole.

2 – Approaching Proficiency

- I can compare fractions with some help, often using fraction models or benchmarks.
- I usually record my answers with $>$, $=$, or $<$ and can sometimes explain my thinking.
- I usually remember that fractions must refer to the same whole.

1 – Beginning to Understand

- I am starting to learn how to compare fractions.
- I need help using models or benchmarks to compare fractions.
- I need reminders to use $>$, $=$, or $<$ and to make sure the fractions refer to the same whole.

4th Grade Learning Scale

Standard 4.NF.4

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Multiply fractions by whole numbers, show your thinking using visual fraction models and equations, and solve real-world problems. Understand that a fraction like a/b is a multiple of $1/b$, and use this idea to multiply and represent products in different ways.

4 – Above Proficiency

- I can multiply a fraction by a whole number and explain my thinking using visual models, equations, and words.
- I show how a fraction like a/b is a multiple of $1/b$ and use this to solve problems in different ways.
- I create my own word problems about multiplying fractions by whole numbers and solve them.
- I help others understand these ideas and explain why my methods work.

3 – Meeting Proficiency

- I can multiply a fraction by a whole number using models or equations.
- I understand and show that a fraction like $5/4$ is the same as $5 \times (1/4)$.
- I solve word problems about multiplying fractions by whole numbers, using models or equations.

2 – Approaching Proficiency

- I can multiply a fraction by a whole number with help and use models or equations if I get reminders.
- I can show that a fraction is a multiple of a unit fraction when someone helps me.
- I solve simple word problems about multiplying fractions by whole numbers with support.

1 – Beginning to Understand

- I am learning what it means to multiply a fraction by a whole number.
- I need help to use models or equations for these problems.
- I need step-by-step support to solve word problems about multiplying fractions by whole numbers.