San Francisco Unified School District

STANDARDS BASED REPORT CARD

Rubrics

Grade 4

English Language Arts
Mathematics
Social Studies
Science
Physical Education
**FOURTH GRADE**

**Reading Standards for Literature and Informational Text**

**RL.4.1 & RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: ELA Reading Literature.4.1 &amp; RI.4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>RL.4.1 &amp; RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Ask and answer such questions as <em>who</em>, <em>what</em>, <em>where</em>, <em>when</em>, <em>why</em>, and <em>how</em> to demonstrate understanding of key details in a text.</td>
</tr>
</tbody>
</table>
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**Corresponding ELD Standard: Part I. Interacting in Meaningful Ways**

6. Reading/Viewing Closely: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Description</th>
<th>Proficiency Level Descriptors in English Language Development Part I: Interacting in Meaningful Ways: 6. Reading/Viewing Closely</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds</td>
<td><strong>Lifelong Language Learning:</strong> Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.</td>
</tr>
</tbody>
</table>
|                   |                        | **Bridging**<br>**ELD Part I. 6: Reading/Viewing Closely**<br>a) Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support. b) Use knowledge of morphology and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.  
  **Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students can read, with limited difficulty, a variety of grade-level texts and comprehend concrete and abstract topics, recognizing subtleties in a variety of communicative settings.  
  **Enter:** Students are able to engage in complex academic activities with light linguistic support. Students read increasingly complex texts at grade level and comprehend many abstract topics. Students begin to recognize language subtleties in a variety of communicative settings. |
| 3                 | Meets                  | **Expanding**<br>**ELD Part I. 6: Reading/Viewing Closely**<br>a) Describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.  
  **Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students comprehend detailed information with fewer contextual clues on unfamiliar topics.  
  **Enter:** Students are able to engage in complex academic activities with moderate support. Students can read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics. |
| 2                 | Approaching            | **Emerging**<br>**ELD Part I. 6: Reading/Viewing Closely**<br>a) Describe ideas, phenomena, and text elements based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.  
  **Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.  
  **Enter:** Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills and can read very brief grade-appropriate text with simple sentences and familiar vocabulary. Students comprehend frequently used words and basic phrases in immediate physical surroundings. |
| 1                 | Emerging               |                                                            |

**Performance Level Indicators**

- **Exceeds**
- **Meets**
- **Approaching**
- **Emerging**

**ELD Part I. 6: Reading/Viewing Closely**

a) Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support. b) Use knowledge of morphology and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.  
  **Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students can read, with limited difficulty, a variety of grade-level texts and comprehend concrete and abstract topics, recognizing subtleties in a variety of communicative settings.  
  **Enter:** Students are able to engage in complex academic activities with light linguistic support. Students read increasingly complex texts at grade level and comprehend many abstract topics. Students begin to recognize language subtleties in a variety of communicative settings.

**Expanding**

b) Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.  
  **Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students comprehend detailed information with fewer contextual clues on unfamiliar topics.  
  **Enter:** Students are able to engage in complex academic activities with moderate support. Students can read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics.

**Emerging**

b) Use knowledge of frequently-used affixes and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.  
  **Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.  
  **Enter:** Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills and can read very brief grade-appropriate text with simple sentences and familiar vocabulary. Students comprehend frequently used words and basic phrases in immediate physical surroundings.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*Corresponding ELD Standard: Part I. Interacting in Meaningful Ways*

6. **Reading/Viewing Closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
### Performance Description

**Performance Description ELA: Reading Informational Text.4.2**

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Determine the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
</tbody>
</table>

### Lifelong Language Learning

Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

#### Bridging

**ELD Part I.6: Reading/Viewing Closely**

- **Bridging**
  - Part I.6: Students will demonstrate reading skills across a range of difficulties and genres.
  - **Entry**:
    - Students are able to engage in complex academic activities with light support. Students read increasingly complex texts at grade level and comprehend many abstract topics. Students begin to recognize language subtleties in a variety of communicative settings.
  - **Exit**:
    - Students can communicate effectively with various audiences on a wide range of familiar and new topics. Students read with limited difficulty, a variety of grade-level texts and comprehend concrete and abstract topics, recognizing subtleties in a variety of communicative settings.

#### Expanding

**ELD Part I.6: Reading/Viewing Closely**

- **Expanding**
  - Part I.6: Students will demonstrate reading skills across a range of difficulties and genres.
  - **Entry**:
    - Students are able to engage in complex academic activities with moderate support. Students can read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics.
  - **Exit**:
    - Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students comprehend detailed information with fewer contextual clues on unfamiliar topics.

#### Emerging

**ELD Part I.6: Reading/Viewing Closely**

- **Emerging**
  - Part I.6: Students will demonstrate reading skills across a range of difficulties and genres.
  - **Entry**:
    - Students are able to engage in complex academic activities with substantial support. Students can read a variety of grade-appropriate texts with simple sentences. Students are able to comprehend information on familiar topics and on some unfamiliar topics.
  - **Exit**:
    - Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.

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**SFUSD Humanities Department**
**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

*Corresponding ELD Standard:* Part II. 1 Understanding text structure

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>With prompting and support, describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>With prompting and support, define basic text structures (e.g., chronology, comparison, cause/effect, problem/solution).</td>
</tr>
<tr>
<td>1 Emerging</td>
<td></td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

**Part II: Learning About How English Works:**

1. **Understanding Text Structure**

   **Bridging**
   - **II.1. Understanding text structure:** Apply understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.
     - *Exit:* Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.
     - *Enter:* Students are able to engage in complex academic activities with light linguistic support. Students

   **Expanding**
   - **II.1. Understanding text structure:** Apply understanding of how different text types are organized to express ideas to comprehending texts and writing texts with increasing cohesion.
     - *Exit:* Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.
     - *Enter:* Students are able to engage in complex academic activities with moderate support.

   **Emerging**
   - **II.1. Understanding text structure:** Apply understanding of how different text types are organized to express ideas to comprehending texts and writing basic texts.
     - *Exit:* Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.
     - *Enter:* Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills.
**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: Reading Informational Text 4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>RI.4.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity for Literature and Informational Text**

**RL.4.10 & RI.4.10** By the end of year, read and comprehend literature, including stories, dramas, and poetry, and informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Reading Standards for Literature and Informational Text RL.4.10 &amp; RI.4.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceed P</td>
<td>Instructional Level Expectations for Reading</td>
</tr>
<tr>
<td>Meets Q</td>
<td>T1</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
</tr>
<tr>
<td>Approaching N</td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
</tr>
<tr>
<td>Emerging N</td>
<td>T3</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
</tr>
<tr>
<td>4th Grade Lexile Range</td>
<td>771 - 830</td>
</tr>
</tbody>
</table>
**Writing Standards**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: ELA Writing 4.1</th>
</tr>
</thead>
</table>
| **4 Exceeds**                | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  
  - Provide logically ordered reasons that are supported by facts and details.  
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  
  - Provide a concluding statement or section related to the opinion presented. |
| **3 Meets**                  | **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
  - Provide reasons that are supported by facts and details.  
  - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
  - Provide a concluding statement or section related to the opinion presented. |
| **2 Approaching**            | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
  - Provide reasons that support the opinion.  
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
  - Provide a concluding statement or section. |
| **1 Emerging**               | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Description: ELA Writing 4.2</th>
</tr>
</thead>
</table>
| 4 Exceeds         | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
|                   | - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
|                   | - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
|                   | - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
|                   | - Use precise language and domain-specific vocabulary to inform about or explain the topic.  
|                   | - Provide a concluding statement or section related to the information or explanation presented |
| 3 Meets           | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
|                   | - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
|                   | - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
|                   | - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  
|                   | - Use precise language and domain-specific vocabulary to inform about or explain the topic.  
|                   | - Provide a concluding statement or section related to the information or explanation presented |
| 2 Approaching     | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
|                   | - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
|                   | - Develop the topic with facts, definitions, and details.  
|                   | - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
|                   | - Provide a concluding statement or section |
| 1 Emerging        | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: ELA Writing 4.3</th>
</tr>
</thead>
</table>
| 4 Exceeds                   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.  
  - Provide a conclusion that follows from the narrated experiences or events. |
| 3 Meets                     | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
  - Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
  - Use a variety of transitional words and phrases to manage the sequence of events.  
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.  
  - Provide a conclusion that follows from the narrated experiences or events. |
| 2 Approaching               | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
  - Use temporal words and phrases to signal event order.  
  - Provide a sense of closure |
| 1 Emerging                  | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
Speaking and Listening

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- **SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

*Corresponding ELD Standards:*

**Part I. 1.** Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

**Part I. 3.** Offering and supporting opinions and negotiating with others in communicative exchanges
Performance Level Indicators

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Description: ELA Speaking and Listening 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds 4</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</td>
</tr>
<tr>
<td>Meets 3</td>
<td>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
</tr>
<tr>
<td>Approaching 2</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>• Explain their own ideas and understanding in light of the discussion.</td>
</tr>
<tr>
<td>Emerging 1</td>
<td>Participate in collaborative conversations with diverse partners about grade 4 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
</tbody>
</table>

Proficiency Level Descriptors in English Language Development

Part I. Interacting in Meaningful Ways:

1. Exchanging Information and Ideas

3. Offering Opinions

Lifelong Language Learning: Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

Bridging

Part I. 1. Exchanging Information and Ideas: Contribute to discussions by listening attentively, following turn-taking rules, and asking and answering questions.

Part I. 3. Offering opinions: Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor or add in formation to an idea.

Exit: Students can use English to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Enter: Students are able to engage in complex academic activities with light linguistic support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

Expanding

Part I. 1. Exchanging Information and Ideas: Contribute to discussions by listening attentively, following turn-taking rules, and asking and answering questions.

Part I. 3. Offering opinions: Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X. I agree with X.), as well as open responses, in order to gain and/or hold the floor.

Exit: Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.

Enter: Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinion using short sentences.

Emerging

1. Exchanging information and ideas: Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases

3. Offering opinions: Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X.), as well as open responses.

Exit: Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.

Enter: Students are able to engage in complex academic activities with moderate support. They have basic receptive and productive English skills.
**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points

*Corresponding ELD Standards:*

*Part I. 5.* Listening actively to spoken English in a range of social and academic contexts

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA Speaking and Listening 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>SL.4.3</strong> Identify the reasons and evidence a speaker or media source provides to support particular points</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

*Part I. Interacting in Meaningful Ways*

5. **Listening Actively**

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

I.5 **Listening Actively:** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support

**Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students

**Expanding**

I.5 **Listening Actively:** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.

**Enter:** Students are able to engage in complex academic activities with moderate support.

**Emerging**

I.5 **Listening Actively:** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.

**Enter:** Students are able to engage in complex academic activities with substantial support. Students have limited receptive and productive English skills.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Corresponding ELD Standards:**

**Part I. 12.** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description: ELA Speaking and Listening.4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>SL.4.4</strong> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language Development**

**Part I: Interacting in Meaningful Ways**

**12. Selecting Language Resources**

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging:**

**12. Selecting language resources** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.  
b) Select a variety of appropriate affixes for accuracy and precision.  
   - **Exit:** Students can use English to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.  
   - **Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

**Expanding:**

**12. Selecting language resources** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.  
b) Select a growing number of frequently used affixes for accuracy and precision.  
   - **Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations.  
   - **Enter:** Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinion using short sentences.

**Emerging:**

**12. Selecting language resources** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.  
b) Select a few frequently used affixes for accuracy and precision.  
   - **Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease.  
   - **Enter:** Students are able to engage in complex academic activities with substantial support. They have limited receptive and productive English skills.
Reading Standards: Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.4.1c Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   L.4.1d Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   L.4.1f Form and use prepositional phrases.
   L.4.1g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.4.2a Use correct capitalization.
   L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
   L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
   L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Note that the math sections of the 2015-16 SBRC should be completed using the generic rubric provided below.

**MATH RUBRIC for 2015-16**

4 – **Meets standards at a high level**  The student provides correct solutions and strategies. The student explains and justifies his/her thinking thoroughly and clearly. The student connects and applies the standards in complex ways.

3 – **Meets standards**  The student provides mostly correct solutions and strategies with minor errors. The student explains and justifies his/her thinking. The student demonstrates mastery of the standards that were explicitly taught.

2 – **Approaching standards**  The student demonstrates some correct thinking about solutions and strategies. Student explains their thinking but it may be hard to follow.

1 – **Minimal understanding**  The student demonstrates some evidence of mathematical thinking, but shows little understanding. The student offers little explanation of his/her thinking or what is offered does not make sense.

0 – **No attempt**  No evidence of attempting the task.
### PERFORMANCE LEVEL

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Description</th>
</tr>
</thead>
</table>
| 4       | Exceeds  
- Creates a map with a coordinator grid system.  
- Hypothesizes the ability for a community to grow based on the geographical features surrounding it.                                                  |
| 3       | Meets    
- Explains and uses the coordinate grid system to determine the absolute locations of places.  
- Describes the various regions of California, including how their characteristics and physical environments (e.g. water, landforms, vegetation, climate) affect human activity.  
- Explains the effects of geographical features on the growth of towns.  
- Uses maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population, density, architecture, services, and transportation.  
- Identifies the state capital.  
- Distinguishes between the North and South Poles, the equator and the prime meridian, the tropics, and the hemispheres.  
- Identifies the locations of the Pacific Oceans, river, valleys, and mountain passes.  
- Locates California on a map.  
- Attempts to name Pacific Ocean, major rivers, bays and mountain ranges. |
| 2       | Approaching  
- Identifies the state capital.  
- Distinguishes between the North and South Poles, the equator and the prime meridian, the tropics, and the hemispheres.  
- Identifies the locations of the Pacific Oceans, river, valleys, and mountain passes. |
| 1       | Below  
- Identifies the state capital.  
- Distinguishes between the North and South Poles, the equator and the prime meridian, the tropics, and the hemispheres.  
- Identifies the locations of the Pacific Oceans, river, valleys, and mountain passes. |

### SCORE KEY

4 – Exceeds  
In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:

3 – Meets  
In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:

2 – Approaching  
In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:

1 – Below  
Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:
<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>PERFORMANCE DESCRIPTION</th>
<th>SCORE KEY</th>
</tr>
</thead>
</table>
| 4 Exceeds         | • Deduces how the geographical features of a region affected the lives of California Indians.  
• Compares the lives of two different California Indian nations. | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Discusses the major nations of California Indians, including their geographical distribution, economic activities, legends and religious beliefs.  
• Describes how the California Indians depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Lists attributes of the California Indian nations.  
• Identifies how the California Indians depended on the physical environment. | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Recognizes California Indian nations from a list. | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
### 4th Grade

**Social Studies Rubrics**

**STANDARDS-BASED REPORT CARD**

**HISTORY/SOCIAL SCIENCE**

**STANDARD: 4.3 - 4.4**

Understands the economy, society, and politics of California and events leading to statehood.

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
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</thead>
</table>
| **4** Exceeds     | • Writes a journal from the point of view of an immigrant.  
                   • Compares the immigration patterns in California to those in a similar state.  
                   • Understands the story and lasting influence of the Pony Express, Overland Mail Service, Western union, and the building of the transcontinental railroad.  
                   • Explains how the Gold Rush transformed the economy of California.  
                   • Discusses immigration and migration to California since 1850.  
                   • Discusses the effects of the Great Depression, the Dust Bowl, and World War II on California.  
                   • Describes the development and locations of new industries since the turn of the century and important trade links with the Pacific Basin.  
                   • Traces the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.  
                   • Describes the history and development of California’s public education system.  
                   • Analyzes the impact of 20th century Californians on the nation’s artistic and cultural development.  
                   • Identifies key twentieth-century Californians from a list.  
                   • Identifies industries that boomed during this time period from a list.  
                   • Identifies the most common reasons for immigration to California. |  
| **3** Meets        |  
| **2** Approaching  |  
| **1** Below        | • Defines immigration, migration, settlement, transcontinental, industry. |  

<table>
<thead>
<tr>
<th>SCORE KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – Exceeds</strong> In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td><strong>3 – Meets</strong> In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td><strong>2 – Approaching</strong> In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td><strong>1 – Below</strong> Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **4** Exceeds     | • Creates visual representation of the California government system.  
                   • Analyzes a currently proposed California law and identifies the pros and cons. | 4 – **Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | • Discusses how California became a state and how its new government differed from those during the Spanish and Mexican periods.  
                   • Understands the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.  
                   • Describes the similarities and difference among federal, state, and local governments.  
                   • Explains the structures and functions of state governments, including the roles and responsibilities of their elected officials.  
                   • Describes the components of California’s governance structure (e.g. cities, and towns Indian Rancherias and reservations, counties, school districts).  
                   • Discusses what the U.S. Constitution is and why it is important. | 3 – **Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
<p>| <strong>2</strong> Approaching  | • Defines government, constitution, federal, and laws. | 2 – <strong>Approaching</strong> In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| <strong>1</strong> Below        | • Defines government, constitution, federal, and laws. | 1 – <strong>Below</strong> Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |</p>
<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
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<th>SCORE KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Designs an electromagnet to construct a simple device (doorbell, electric motor)</td>
<td><strong>4 – Exceeds</strong> In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3</td>
<td>• Designs and build simple series and parallel circuits.</td>
<td><strong>3 – Meets</strong> In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td></td>
<td>• Builds a simple compass and uses it to detect magnetic effects.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognizes that electric currents produce magnetic field and knows how to build a simple electromagnet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understands the role of electromagnets in the construction of electronic motors, electric generators, and simple devices, such as doorbells and earphones.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognizes that electrically charged objects attract or repel each other.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Recognizes that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.</td>
<td><strong>2 – Approaching</strong> In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes.</td>
</tr>
<tr>
<td></td>
<td>• Recognizes that electrical energy can be converted to heat, light, and motion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Differentiates between a series circuit and a parallel circuit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describes the use of a compass.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>• Understands that electric currents produce magnetic fields.</td>
<td><strong>1 – Below</strong> Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td></td>
<td>• Identifies and electromagnet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understands that magnets can repel or attract each other.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explains that sources of stored energy take many forms (e.g. food, fuel, batteries)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describes how a simple circuit moves electrical energy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lists examples of items that use electricity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifies a compass.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates that magnets can be used to make some objects move.</td>
<td></td>
</tr>
</tbody>
</table>
**LIFE SCIENCE**

**Standard: 2.0**  
Understands that all organisms need energy and matter to live and grow.

### PERFORMANCE LEVEL

<table>
<thead>
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</tr>
</thead>
</table>
| **4** Exceeds     | • Draws conclusions between predator-prey relationships in a given ecosystem. | **4 – Exceeds**  
In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets       | • Explains that plants are the primary sources of matter and energy entering most food chains.  
• Explains how producers and consumers are related in food chains and food webs and may compete with each other for resources in an ecosystem.  
• Explains how decomposer recycles matter from dead plants and animals.  
• Explains how ecosystem are characterized by their living and nonliving components. | **3 – Meets**  
In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | • Develops a food web/chain given pictures of plants and animals. | **2 – Approaching**  
In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. |
| **1** Below        | • Identifies examples of producers, consumers, herbivores, carnivores, omnivores, and decomposers. | **1 – Below**  
Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**LIFE SCIENCE**

**Standard: 3.0** Understands that organisms are interdependent on each other and the environment.

<table>
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</tr>
</thead>
</table>
| 4 Exceeds         | • Develops a representation of a local ecosystem including living and nonliving parts.  
                   • Compares and contrasts different ways that living things compete for resources.  
                   • Explains how in any particular environment some kinds of plants and animals survive, some survive less well and some cannot survive at all.  
                   • Explains how many plants and animals depend on one another.  
                   • Explains that most microorganisms are beneficial and do not cause disease. | 4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Matches living and nonliving parts to a given ecosystem.  
                   • Defines population, community and competition.  
                   • Lists living and nonliving parts of an ecosystem.  
                   • Identifies basic needs for plant and animal survival. | 3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. |
| 1 Below           | | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |

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San Francisco Unified School District
STANDARDS-BASED REPORT CARD

EARTH SCIENCE
STANDARD: 4.0 Understands the concept that rocks and minerals reflect the processes that formed them.

<table>
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<tbody>
<tr>
<td>4 Exceeds</td>
<td>• Researches different geographic locations around the world where different minerals are found. • Differentiates igneous, sedimentary, and metamorphic rocks by referring to their properties. • Explains the rock cycle (written or with a diagram). • Identifies common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</td>
<td>4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3 Meets</td>
<td>• Recognizes igneous, sedimentary, and/or metamorphic rocks. • Labels parts of the rock cycle given a diagram. • Lists the properties of minerals (luster, color, streak, etc.)</td>
<td>3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>• Lists the physical properties of different kinds of rocks. • Lists adjectives to describe different minerals.</td>
<td>2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. However, the student demonstrates little understanding of the content. There are no major errors or omissions:</td>
</tr>
<tr>
<td>1 Below</td>
<td>• Recognizes igneous, sedimentary, and metamorphic rocks. • Lists the properties of minerals (luster, color, streak, etc.)</td>
<td>1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
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</table>

SFUSD credits the Sunnyvale School District for its district rubrics.
San Francisco Unified School District
STANDARDS-BASED REPORT CARD

EARTH SCIENCE
STANDARD: 5.0
Understands the concept that wind and water shape and reshape the Earth’s surface.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4</td>
<td>• Creates a graphic representation to describe the various ways that rocks and land are changed. • Described forces outside of nature that break down rocks and/or reshapes the land.</td>
<td>4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3</td>
<td>• Describes how changes in the earth are due to slow and rapid processes. • Describes the natural processes that cause rocks to break down in to smaller pieces. • Describes how moving water erodes landforms and reshapes the land.</td>
<td>3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>2</td>
<td>• Lists the various ways that rocks are broken down into smaller pieces. • Lists the ways in which water reshapes the land.</td>
<td>2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes.</td>
</tr>
<tr>
<td>1</td>
<td>• Defines weathering, transport, deposition, landforms, erosion, landslide.</td>
<td>1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
</tbody>
</table>

SFUSD credits the Sunnyvale School District for its district rubrics.
## Science Rubrics

### 4th Grade

### INVESTIGATION AND EXPERIMENTATION

**STANDARD:** Uses the scientific method to develop questions and performs investigations.

<table>
<thead>
<tr>
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</thead>
</table>
| **4** Exceeds      | • Creates a plan for conducting a scientific investigation.  
                      • Analyzes the conclusions made based on the results of a scientific investigation.  
                      • Differentiates observation from inference (interpretation).  
                      • Measures and estimates the weight, length, or volume of objects.  
                      • Formulates and justifies predictions based on cause-and-effect relationships.  
                      • Conducts multiple trials to test a prediction and draws conclusions about the relationships between predictions and results.  
                      • Constructs and interprets graphs from measurements.  
                      • Follows a set of written instructions for a scientific investigation.  
                      **4 – Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets         | • Conducts one trial to test a prediction.  
                      • Records data on a graph.  
                      • Identifies appropriate conclusions for a set of data.  
                      **3 – Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching   | • Recognizes the steps in the scientific method.  
                      **2 – Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below         | • Recognizes the steps in the scientific method.  
                      **1 – Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
<table>
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</thead>
</table>
| **4** Exceeds     | • Sets personal goals for increasing gross motor and movement skills and consistently works toward these goals.  
• Successfully teaches others the target skills using appropriate explanation and instruction.  
• Demonstrates skills while engaged in a game or activity with others, as appropriate. | **4 – Exceeds**  
In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | • Jumps for height, using proper take off and landing form.  
• Jumps for distance, using proper take off and landing form.  
• Understands use of applying and receiving force when jumping for height and distance. | **3 – Meets**  
In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | • Jumps for height, attempting proper take off and landing form.  
• Jumps for distance, attempting proper take off and landing form. | **2 – Approaching**  
In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. |
| **1** Below        | • Jumps for height.  
• Jumps for distance. | **1 – Below**  
Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**STANDARD:** Demonstrates fine motor and manipulative skills.  
(Specific standards for grade level in rubric below, use stage of progress for scoring on the report card)

<table>
<thead>
<tr>
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| 4 Exceeds         | • Sets personal goals for increasing fine motor and manipulative skills and consistently works toward these goals.  
                    • Successfully teaches others the target skills using appropriate explanation and instruction.  
                    • Demonstrates skills while engaged in a game or activity with others, as appropriate. | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Enters, jumps, and leaves a long rope turned by others.  
                    • Throws and catches an object underhand and overhand while avoiding an opponent.  
                    •Fields a groundball.  
                    • Dribbles with hands and feet while avoiding an opponent.  
                    • Serves a ball over a net using underhand movement pattern. | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Jumps a long rope turned by others and either enters or leaves while it’s turning.  
                    • Throws and catches an object underhand and overhand.  
                    • Attempts to field a groundball.  
                    • Dribbles with hands and feet.  
                    • Serves a ball. | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Jumps a rope turned by others (begins when rope is not turning).  
                    • Throws or catches a ball. | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**STANDARD:** Demonstrates balance and coordination
(Specific standards for grade level in rubric below, use stage of progress for scoring on the report card).

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<tr>
<td><strong>4</strong> Exceeds</td>
<td>• Creates a variety of complex group balance stunts by distributing weight and base of support.</td>
<td>4 – <em>Exceeds</em>  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td><strong>3</strong> Meets</td>
<td>• Performs simple small group balance stunts by distributing weight and base of support.</td>
<td>3 – <em>Meets</em>  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td><strong>2</strong> Approaching</td>
<td>• Attempts simple small group balance stunts by distributing weight and base of support.</td>
<td>2 – <em>Approaching</em>  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td><strong>1</strong> Below</td>
<td>• Attempts simple small group balance stunts by distributing weight and base of support.</td>
<td>1 – <em>Below</em>  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
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