

Beatrice Gilmore School Report Card Overview

Fourth Grade Language Arts Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children’s progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

| Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
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| The student does not yet demonstrate progress toward initial foundational skills of the topic | The student demonstrates some proficiency in foundational skills of the topic | The student demonstrates proficiency in all grade level skills of the topic | The student demonstrates understanding and performance beyond proficiency and has exceeded the standard. |

| Report Card Indicator: Reads grade level text* | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student has achieved reading success at Level N or below. | Student has achieved reading success at Level O/P . | Student has achieved reading success at Level Q/R. | Student has achieved reading success at Level S or above. |
| 2 | Student has achieved reading success at Level O or below. | Student has achieved reading success at Level P/Q. | Student has achieved reading success at a Level R/S | Student has achieved reading success at a Level T or above. |
| 3 | Student has achieved reading success at Level P or below. | Student has achieved reading success at a Level Q/R. | Student has achieved reading success at a Level S. | Student has achieved reading success at Level T or above. |

*Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System

| Report Card Indicator: Identifies main idea and key details | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student is unable to identify the main idea of a text. Student is unable or rarely able to retell major details from a non-fiction text. | Student requires prompting and support to identify the main idea of a text or specific paragraph. With teacher prompting and support is able to retell major details from a non-fiction text. | Student independently and consistently identifies the main idea of a text or specific paragraph within a text and supplies supporting details. Independently and consistently retells details from a non-fiction text. | Student independently and consistently identifies the main idea of a text or specific paragraph in above grade level texts and supplies supporting details. Independently and consistently retells major details in above grade level text and organizes them by subtopic. |

| Report Card Indicator: Draws inferences using text evidence | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student rarely is able to draw inferences using textual evidence. | With teacher support and/or prompting, student can draw inferences using textual evidence. | Student can independently and consistently draws inferences using textual evidence. | In above grade level texts, student can independently and consistently draws inferences using textual evidence. |

| Report Card Indicator: Describes a character, setting or events using text evidence | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student requires prompting and support to identify and describe key story elements including character and setting. | Student requires prompting and support to identify and describe key story elements including character, setting, and plot. | Student can identify and describe key story elements including character, setting, and plot. | Student can identify and describe key story elements including character, setting, plot, rising action, climax, and resolution in above grade level text. |
| 2 | Student requires prompting and support to identify and describe key story elements including character and setting as well as drawing conclusions about characters. | Student can draw conclusions and form opinions about characters, setting, and plot | Student draws conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events). | Student draws sophisticated conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events) in above grade level text. |
| 3 | Student requires prompting and support to identify and describe key story elements including character and setting as well as drawing conclusions about characters with supporting evidence. | Student can draw conclusions and form opinions about characters, setting, plot, and points of view with textual evidence. | Student draws conclusions and forms opinions about characters, setting, plot, point of view in a story using textual evidence (dialogue, setting, actions, and events). Student identifies the perspectives of different characters with textual evidence and explains how the POV impacts the information in the text. | Student draws sophisticated conclusions and forms opinions about characters, setting, plot, point of view in a story several pieces of textual evidence (dialogue, setting, actions, and events) in above grade level text. Student explains perspectives of different characters with evidence and explains how the POV impacts the information in the text. |

| Report Card Indicator: Interpret visual, oral, or graphic information as it pertains to informational text *Replace with "Uses text structures and features to demonstrate understanding" | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student demonstrates little or no understanding of: <ul style="list-style-type: none"> Differences in text structures Reading a text closely to identify key details Text features to locate facts/info. Explain how or why historical events, scientific idea or "how to" procedures happened | With teacher prompting and support, student can: <ul style="list-style-type: none"> Differences in text structures Reading a text closely to identify key details Text features to locate facts/info. Explain how or why historical events, scientific idea or "how to" procedures happened | Independently and consistently, student can: <ul style="list-style-type: none"> Explain differences in text structures and features. Read a text closely to identify key details Text features to locate facts/info. Explain how or why historical events, scientific idea or "how to" procedures happened | In above grade level texts, student can independently and consistently: <ul style="list-style-type: none"> Explain differences in text structures and features by comparing and contrasting key details Read a text closely to identify key details Text features to locate facts/info. Explain how or why historical events, scientific idea or "how to" procedures happened |

| Report Card Indicator: Summarizes text and determines theme/ Describe the structure of the concepts or events in the text | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student is unable to identify the theme of a text. Demonstrates little or no understanding of story/text structure; limited ability to recount story/text. | Student requires prompting and support to identify the theme of a text. Requires teacher prompting and support to recount stories/text. | Student independently and consistently identifies the theme of a story. Retells stories and describes overall structure of the story including B, M, and E. | In above grade level texts, student independently and consistently identifies the theme of a story. Retells stories and describes overall structure of the story including B, M, and E. |
| 2 & 3 | Student is unable to identify the theme of a text or demonstrates little understanding of the theme. Demonstrates little or no understanding of story/text structure; limited ability to recount story/text or requires teacher prompting or support | Student requires prompting and support to identify the theme of a text. Requires little support to retell stories and describe overall structure of the story including B, M, and E | Student independently and consistently identifies the theme of a story and supplies supporting details. Retells stories and describes overall structure of the story including B, M, and E. | In above grade level texts, student independently and consistently <ul style="list-style-type: none"> identifies the theme of a story and supplies supporting details Retells stories and describes overall structure of the story including B, M, and E. |

| Report Card Indicator: Compares and contrasts themes/topics within and across texts | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student is unable or rarely able to compare and contrast themes/topics within and across texts. | With teacher support, Student can compare and contrast themes/topics within and across texts. | Independently and consistently, student able to compare and contrast themes/topics within and across texts. | Independently and consistently, student able to compare and contrast themes/topics within and across texts in above grade level texts. |

| Report Card Indicator: Uses writing to effectively respond to text | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student's written response reflects little understanding of the text read and contains little text evidence. | Student's written response reflects a literal understanding of the text read and some text evidence. | Student's written response reflects literal and inferential understanding of the text read and contains text evidence. | Student's written response reflects literal and inferential understanding of the text read with deeper meaning supported by text evidence |

| Report Card Indicator: Applies grade level phonics and word analysis | | | | |
|--|--------------------------------------|--|------------------------------------|--------------------------------------|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
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| | (NM- 1) | (AS-2) | | |
| All Trimesters | Student is unable or rarely able to use phonics skills, picture clues and context clues to figure out unknown words. | Student sometimes is able to use phonics skills, picture clues and context clues to figure out unknown words. | Student consistently is able to use phonics skills, picture clues and context clues to figure out unknown words. | Student is able to use phonics skills, picture clues and context clues to figure out unknown words in an above grade level text. |

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| Report Card Indicator: Reads with fluency (expression, phrasing, rate, accuracy) | | | | |
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student attends to some spaces between words or to end punctuation. | Reading is somewhat fluent. Student reads either very slowly or quickly. Reading may be choppy some of the time. Student may in accurately phrase words. Student attend to some punctuation. Student uses very little or no expression. | Student demonstrates fluent reading. Student reads accurately. Student uses phrases to read longer sentences. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. | In above grade level texts: Student demonstrates fluent reading. Student reads accurately. Student uses phrases to read longer and more complex sentences. Student attends to internal and ending punctuation. Expression is matched to text. |

| Report Card Indicator: Demonstrates stamina during independent reading | | | | |
|--|---|---|--|--|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student is unable or rarely able to sustain attention for 25 minutes. | Student is approaching reading stamina of 25 minutes. | Student consistently sustains attention during independent reading for 30 minutes. | Student consistently sustains attention during independent reading for more than 35 minutes. |
| 2 | Student is unable or rarely able to sustain attention for 30 minutes. | Student is approaching reading stamina of 30 minutes. | Student consistently sustains attention during independent reading for 35 minutes. | Student consistently sustains attention during independent reading for more than 40 minutes. |
| 3 | Student is unable or rarely able to sustain attention for 40 minutes. | Student is approaching reading stamina of 40 minutes. | Student consistently sustains attention during independent reading for 40 minutes. | Student consistently sustains attention during independent reading for more than 40 minutes. |

Woodland Park Fourth Grade Language Arts: Writing

| Report Card Indicator: | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| (Opinion) | Student rarely follow text structure: (Opinion) o Introduces topic o States an opinion o Supplies supporting details o Uses linking words | o Introduces topic o States an opinion o Supplies supporting details o Uses linking words o Provides a conclusion (Informative/Explanat | o Introduces topic o States an opinion o Supplies supporting details o Uses linking words o Provides a conclusion | o Introduces topic o States an opinion o Supplies supporting details o Uses linking words o Provides a conclusion |
| (Informative/Explanatory) | o Introduce a topic o Uses evidence based facts and definitions o Provides a conclusion | Introduce a topic o Uses evidence based facts and definitions o Provides a conclusion | o Introduce a topic Uses evidence based facts and definitions o Provides a conclusion | o Introduce a topic o Uses evidence based facts and definitions o Provides a conclusion |
| (Narrative) | o Recount a well elaborated event o Use details to describe actions, thoughts and feelings o Uses temporal words o Provides a sense of closure | o Recount a well elaborated event o Use details to describe actions, thoughts and feelings o Uses temporal words o Provides a sense of closure o Begins to display evidence of an author's voice | o Recount a well elaborated event o Use details to describe actions, thoughts and feelings o Uses temporal words o Provides a sense of closure o Displays evidence of an author's voice | o Recount a well elaborated event o Use details to describe actions, thoughts and feelings o Uses temporal words o Provides a sense of closure o Displays strong evidence of an author's voice |

| Report Card Indicator: : Strengthens writing by planning, revising, and editing | | | | |
|---|---|--|--|--|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | <ul style="list-style-type: none"> · Unable to follow steps in the writing process. · With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work. | <ul style="list-style-type: none"> · With teacher prompting and support, follows the steps of the writing process. · Produces published work with some errors. Does not incorporate some feedback from peers/teachers. · Requires teacher prompting and support to edit and revise own word. Unable to peer edit. | <ul style="list-style-type: none"> · Follows steps of the writing process. · Produces published work with minimal errors. · Incorporates some feedback from peers/teachers. · Begins to edit and revise own work. · Can contribute to peer editing. | <ul style="list-style-type: none"> · Follows steps of the writing process. · Produces published work with almost no errors. · Effectively incorporates some feedback from peers/teachers. · Independently and consistently can edit and revise own work. · Discusses feedback effectively with peers. |

| Report Card Indicator: Draws evidence from literary/informational texts | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student is unable or rarely able to draws evidence from literary/information texts. | Student is beginning to demonstrate the ability to draws evidence from literary/information texts. | Student demonstrates the ability to draws evidence from literary/information texts. | Student consistently and independently demonstrate the ability to draws evidence from literary/information texts (with above grade level text). |

| Report Card Indicator: Uses research to build and present knowledge | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student is unable or rarely able to gather information from print and digital sources to integrate information. | Student is beginning to demonstrate the ability to gather information from multiple print and digital resources to integrate information. | Student demonstrates the ability to gather information from multiple print and digital resources to integrate information. | Student consistently and independently demonstrate the ability to gather information from multiple print and digital resources (with above grade level text) to integrate information. |

| Report Card Indicator: Demonstrates stamina during independent writing | | | | |
|--|---|---|--|--|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student is unable or rarely able to demonstrate stamina during writing workshop for 30 minutes. | Student inconsistently demonstrates stamina during writing workshop for 30 minutes. | Student demonstrates stamina during writing workshop for 30 minutes. | Student demonstrates stamina during writing workshop for greater than 30 minutes. |
| 2 | Student is unable or rarely able to demonstrate stamina during writing workshop for 35 minutes. | Student inconsistently demonstrates stamina during writing workshop for 35 minutes. | Student demonstrates stamina during writing workshop for 35 minutes. | Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 35 minutes. |
| 3 | Student is unable or rarely able to demonstrate stamina during writing workshop for more than 35 minutes. | Student inconsistently demonstrates stamina during writing workshop for more than 35 minutes. | Student demonstrates stamina during writing workshop for more than 35 minutes. | Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 40 minutes. |

Woodland Park Fourth Grade Language Arts: Language

| Report Card Indicator: Demonstrates command of conventions of grammar and usage | | | | |
|---|--------------------------------------|--|------------------------------------|--------------------------------------|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
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| 1 | Student does not or rarely demonstrates understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups | Student is beginning to demonstrate understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups | Student demonstrates understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> produce complete simple sentences collective nouns to describe groups | Student consistently demonstrates above grade level understanding of key concepts of grammar and usage. <i>(For example: proper use of quotation marks and plural possessives)</i> |
| 2 | Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus: expanding simple sentences compound sentences adjectives, adverbs, and pronouns | Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first trimester plus: expanding simple sentences compound sentences adjectives, adverbs, and pronouns | Student demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus: expanding simple sentences compound sentences adjectives, adverbs, and pronouns | Student consistently demonstrates above grade level understanding of key concepts of grammar and usage. <i>(For example: proper use of quotation marks and plural possessives)</i> |
| 3 | Trimester 1 and 2, plus: <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs | Trimester 1 and 2, plus: <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs | Trimester 1 and 2, plus: <ul style="list-style-type: none"> Frequently occurring, irregular plural nouns Past tense irregular verbs | Student consistently applies above grade level understanding of key concepts of grammar and usage. <i>(For example: proper use of quotation marks and plural possessives)</i> |

| Report Card Indicator: Demonstrates command of capitalization and punctuation | | | | |
|---|--|--|---|---|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| 1 | Student does not or rarely demonstrates understanding of key concepts of mechanics, including: Proper names, months when writing dates, holidays, words in a title, ‘I’ Proper end punctuation Commas to separate day from year in dates. | Student is beginning to demonstrate understanding of key concepts of mechanics, including: Proper names, months when writing dates, holidays, words in a title, ‘I’ Proper end punctuation Commas to separate day from year in dates. | Student demonstrates understanding of key concepts of grammar, including: Proper names, months when writing dates, holidays, words in a title, ‘I’ Proper end punctuation Commas to separate day from year in dates. | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |
| 2 | Trimester 1, plus: Commas when listing | Trimester 1, plus: Commas when listing and in greetings/closings of letters | Trimester 1, plus: Commas when listing and in greetings/closings of letters | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |
| 3 | Trimester 1 and 2, plus: Apostrophes in contractions | Trimester 1 and 2, plus: Apostrophes in contractions | Trimester 1 and 2, plus: Apostrophes in contractions and frequently occurring possessives | Student consistently demonstrates above grade level understanding of key concepts of mechanics. |

| Report Card Indicator: Demonstrates command of spelling | | | | |
|---|---|--|---|---|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student does not or rarely: Use phonetic spelling for untaught words. Writes sight words correctly. Apply learned spelling patterns | Student occasionally: Uses phonetic spelling for untaught words. Writes sight words correctly. Applies learned spelling patterns | Student: Uses phonetic spelling for untaught words. Applies spelling patterns that do not interfere with meaning. Writes grade level sight words with automaticity. | Student consistently: Applies spelling patterns with minimal errors for complex words. Write above grade level decodable and sight words with automaticity. |

| Report Card Indicator: Determines the meaning of unknown and multiple-meaning words and phrases | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | <p>Student does not or rarely:</p> <ul style="list-style-type: none"> ●Use vocabulary strategies to determine the meaning of new unknown words, multiple meaning and phrases. ● Read learned vocabulary in reading. | <p>With guidance and support, the student can:</p> <ul style="list-style-type: none"> ●use vocabulary strategies to determine the meaning of unknown words, multiple meaning and phrases. ● read learned vocabulary accurately with limited or inconsistent understanding of the words | <p>The student consistently:</p> <ul style="list-style-type: none"> ●uses vocabulary strategies to determine the meaning of unknown words, multiple meaning and phrases. ●reads learned vocabulary accurately and understands the meaning of the words | <p>The student consistently and independently:</p> <ul style="list-style-type: none"> ●uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words. ● reads learned vocabulary accurately and understands the meaning of the words in above level text. |

| Report Card Indicator: Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | | | | |
|---|---|---|--|--|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student does not or rarely demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | With guidance and support, the student: demonstrates the understanding of figurative language, word relationships, and nuances in word meaning | The student consistently demonstrates the understanding of figurative language, word relationships, and nuances in word meaning. | The student consistently and independently demonstrates and applies understanding of figurative language, word relationships, and nuances in word meaning. |

Woodland Park Fourth Grade Language Arts: Speaking and Listening

| Report Card Indicator: Clearly expresses ideas and builds on the ideas of others | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns. | Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns. | Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns. | Student consistently uses and extends grade appropriate academic vocabulary, grade appropriate conventions of standard English grammar and usage, and makes effective choices about language and sentence structure for meaning and style. |

| Report Card Indicator: Participates in collaborative discussions about topics/texts | | | | |
|---|--|---|--|---|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Student is rarely able to retell key ideas presented orally or through media. Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding. | Student occasionally able to retell key ideas presented orally or through media. Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding. | Student consistently able to retell key ideas presented orally or through media. Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding | Student consistently reports and extends on a topic. Student consistently recounts stories or experiences with appropriate facts and descriptive details. Student consistently asks/answers questions about presentations, offering appropriate details |

| Report Card Indicator: Paraphrases information presented in various formats | | | | |
|---|---|---|---|--|
| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | Rarely or never able to paraphrase portions of a text read aloud or information presented in diverse formats. | Sometimes able to paraphrase portions of a text read aloud or information presented in diverse formats. | Able to paraphrase portions of a text read aloud or information presented in diverse formats. | Able to paraphrase or summarize portions of above grade level text read aloud or information presented in diverse formats. |

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| Report Card Indicator: Reports on a topic/text, tells a story, or recounts an experience with facts and details | | | | |
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| Trimester | Not Meeting Expectations Yet (NM- 1) | Approaching Grade Level Standards (AS-2) | Meets Grade Level Standards (MS-3) | Exceeds Grade Level Standards (ES-4) |
| All Trimesters | <p>Rarely reports on events, topics, and text in an organized manner providing detailed information.</p> <p>Rarely stays on topic providing detailed information.</p> | <p>Sometimes reports on events, topics, and text in an organized manner providing detailed information.</p> <p>Sometimes stays on topic providing detailed information.</p> | <p>Reports on events, topics, and text in an organized manner providing detailed information.</p> <p>Stays on topic providing detailed information.</p> | <p>Consistently stays on topic providing significant details and makes connections beyond the topic.</p> <p>Stays on topic providing significant details and makes connections beyond the topic.</p> |