

MOC-Floyd Valley Schools  
**WORK AND SOCIAL SKILLS DESCRIPTORS**

Essential Learnings	Emerging	Developing	Proficient	Beyond Proficient
<b>Demonstrates respect</b>	Needs to be reminded to be respectful.	Demonstrates respect most of the time but needs some reminders.	Consistently demonstrates respect towards others in words and actions.	Encourages others to be respectful.
<b>Works well with others</b>	Has difficulty cooperating with others and does not willingly contribute to group work.	Cooperates with others sometimes, <b>OR</b> Contributes to group work sometimes.	Cooperates with others, <b>AND</b> Contributes to group work	Encourages others to cooperate and contributes to group work.
<b>Practices self-control</b>	Shows little control over actions, words, and emotions. Frequently interrupts.	Controls actions, words, and emotions in certain situations with reminders. Some interruptions.	Controls actions, words, and emotions and behaves appropriately in most situations.	Controls self, behaves appropriately, and encourages others to do so as well.
<b>Listens and follows directions</b>	Does not listen, is easily distracted or has difficulty following simple directions.	Needs reminders to listen and follow directions.	Listens and follows directions independently.	Is highly focused and encourages others to follow directions.
<b>Demonstrates organizational skills</b>	Desk and locker are consistently unorganized.	Desk and locker are sometimes organized.	Desk and locker are organized.	Is highly organized.
<b>Completes assignments on time</b>	Often turns in work late. Has to give up free time to get work done.	Sometimes hands in work late. May need some reminders.	Completes assignments on time.	
<b>Manages time wisely</b>	Does not use time wisely even with several reminders.	Needs a few reminders to use time wisely.	Uses class and free time wisely.	Is independent in using free time constructively.
<b>Participates in classroom activities/discussions</b>	Chooses not to participate in most class activities or discussions.	Sometimes participates in class activities or discussions.	Chooses to actively participate in class activities and discussions.	
<b>Works neatly and carefully</b>	Needs many reminders to work neatly or carefully on daily work.	Sometimes needs reminders to work neatly or carefully on daily work.	Works neatly and carefully on daily work.	

## Fourth Grade Report Card Descriptors - Reading/Language Arts

<b>Essential Learnings</b>	<b>Emerging (E)</b>	<b>Developing (D)</b>	<b>Proficient (P)</b>	<b>Beyond Proficient (B)</b>
<b>Understands grade level vocabulary.</b>	Limited understanding of grade level vocabulary.	Inconsistent understanding of grade level vocabulary.	Demonstrates an understanding of grade level vocabulary.	Demonstrates ability to determine unknown words in independent reading.
<b>Reads with sufficient fluency and accuracy</b>	Word-by-word reading with many errors.	Reads with some short phrases and inconsistent self-corrections.	Accurately reads at an appropriate pace with adequate expression and phrasing.	Accurately reads at an advanced pace with meaningful expression and phrasing.
<b>Applies phonics and word analysis skills</b>	Does not apply phonics and word analysis skills.	Inconsistently applies phonics and word analysis skills.	Successfully applies phonics and word analysis skills.	Demonstrates advanced phonics and word analysis skills.
<b>Identifies key ideas and details written and orally</b>	Recalls few key ideas and details. May include errors or need many prompts.	Inconsistent in identifying key ideas and details. May need a few prompts.	Consistently identifies most of the key ideas and details.	Identifies all key ideas and details, demonstrating a deeper understanding of theme.
<b>Describes overall structure and style of a text</b>	Needs many prompts to identify structure, style, text features, and/or genres.	Inconsistent in identifying structure, style, text features, and/or genres.	Accurately identifies structure, style, text features, and/or genres within given texts.	Identifies and uses structure, style, text features, and/or genres within independent reading.
<b>Compares and contrasts texts</b>	Needs many prompts to compare and contrast or identify relevant details.	Inconsistent in comparing/contrasting or identifying relevant details.	Compares and contrasts with relevant details.	Uses compare/contrast with relevant details to gain an insightful understanding
<b>Uses strategies to comprehend grade level text</b>	Needs many prompts in using reading strategies for comprehension of, at, or below grade level text.	Makes limited use of reading strategies, may respond correctly to literal comprehension questions, but inconsistent when answering higher level questions.	Uses reading strategies to make meaning and recall important information.	Uses reading strategies to gain insightful understanding of, at, and above grade level text.
<b>Reads independently on a regular basis</b>	Fails to meet independent reading goals.	Inconsistent in meeting independent reading. Requires extra assistance or time.	Consistently meets independent reading goals in a timely manner.	Consistently goes above and beyond independent reading goals.

## Fourth Grade Report Card Descriptors - Reading/Language Arts

<b>Essential Learnings</b>	<b>Emerging (E)</b>	<b>Developing (D)</b>	<b>Proficient (P)</b>	<b>Beyond Proficient (B)</b>
<b>Weekly Spelling Lists</b>	69% or below	70%-79%	80%-99%	100%
<b>Applies spelling skills in daily writing</b>	Frequently misspells words that have been on weekly spelling lists.	Sometimes misspells high frequency words and words that have been on weekly spelling lists.	Correctly spells high frequency words and words that have been on weekly spelling lists.	Correctly spells challenging words.
<b>Uses correct capitalization</b>	Does not use correct capitalization.	Inconsistent in using correct capitalization.	Uses correct capitalization.	Able to edit peers' writing for mistakes in capitalization.
<b>Uses correct punctuation</b>	Does not use simple punctuation correctly and consistently.	Inconsistent in using punctuation correctly.	Consistently uses correct punctuation.	Able to edit peers' writing for mistakes in punctuation.
<b>Uses correct sentence structure and grammar</b>	Does not use correct sentence structure and grammar.	Inconsistent in using correct sentence structure and grammar.	Consistently uses correct sentence structure and grammar.	Uses a variety of sentences including compound and complex sentences.
<b>Uses writing process to complete final drafts.</b> (Opinion, Expository, Narrative)	Scores developing or emerging on final draft with daily guidance in the writing process.	Scores proficient or developing on final draft with extra guidance in the writing process.	Scores proficient or beyond on final draft with guidance in the writing process.	Scores beyond proficient on final draft with minimal guidance/ highly independent throughout writing process.

# Fourth Grade Report Card Descriptors - MATH

<b>Math</b>	<b>Emergent (E)</b>	<b>Developing (D)</b>	<b>Proficient (P)</b>	<b>Beyond Proficient (B)</b>
<b>Represents and Interprets data</b>	Inaccurately interprets and represents data in a graph	Inconsistently interprets and represents data in a graph	Interprets and represents data in a graph with minimal mistakes	Accurately interprets and represents data in a graph accurately
<b>Generalize place value understanding for multi-digit whole numbers</b>	Needs assistance writing whole numbers in various forms, comparing numbers, and understanding the base 10 system	Inconsistently writes whole numbers in various forms, compares numbers, and understands the base 10 system	Consistently writes whole numbers in various forms, compares numbers, and understands the base 10 system with minimal mistakes	Accurately writes whole numbers in various forms, compares numbers, and understands the base 10 system
<b>Use place value understanding and properties of operations to solve multi-digit arithmetic</b>	Needs assistance to solve multi-digit problems	Inconsistently solves multi-digit problems	Solves multi-digit problems with minimal mistakes	Fluently and accurately solves multi-digit problems
<b>Uses the four operations with whole numbers to solve problems</b>	Needs assistance in solving math problems using the four operations	Inaccurately solves math problems using the four operations	Solves math problems using the four operations with minimal mistakes	Fluently and accurately solves math problems using the four operations
<b>Solves problems involving measurement and conversion measurements from a larger unit to a smaller unit</b>	Needs assistance measuring and converting units of measurement	Inaccurately measures and converts units of measurement	Measures and converts units of measurement with minimal mistakes	Accurately measures and converts units of measurement
<b>Geometric measurement: Understand concepts of angle and measure angles</b>	Needs assistance using concepts of angles to identify and measure angles	Inconsistently uses concepts of angles to identify and measure angles with minimal mistakes	Uses concepts of angles to identify and measure angles with minimal mistakes	Fluently and accurately uses concepts of angles to identify and measure angles
<b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles</b>	Needs assistance drawing and identifying lines, angles, and shapes	Inconsistently draws and identifies lines, angles, and shapes	Draws and identifies lines, angles, and shapes with minimal mistakes	Accurately draws and identifies lines, angles, and shapes
<b>Generate and analyze patterns</b>	Needs assistance generating and analyzing patterns of whole numbers	Inaccurately generates and analyzes patterns of whole numbers	Generates and analyzes patterns of whole numbers with minimal mistakes	Fluently and accurately generates and analyzes patterns of whole numbers
<b>Gain familiarity with factors and multiples</b>	Needs assistance finding factors and multiples of whole numbers	Inconsistently finds factors and multiples of whole numbers	Finds factors and multiples of whole numbers with minimal mistakes	Accurately finds factors and multiples of whole numbers
<b>Extend understanding of fraction equivalence and ordering</b>	Needs assistance comparing, ordering, and finding equivalent fractions	Inaccurately compares, orders, and finds equivalent fractions	Compares, orders, and finds equivalent fractions with minimal mistakes	Accurately compares, orders, and finds equivalent fractions
<b>Build Fractions from unit fractions with understanding of whole number operations</b>	Needs assistance composing fractions and applying in mathematical operations	Inaccurately composes and applies fractions in mathematical operations	Composes and applies fractions in mathematical operations with minimal mistakes	Fluently and accurately composes and applies fractions in mathematical operations
<b>Understands decimal notation for fractions, and compares decimals</b>	Needs assistance comparing and notating decimal numbers	Inconsistently compares and notates decimal numbers	Compares and notates decimal numbers with minimal mistakes	Accurately compares and notates decimal numbers
<b>Solves story problems</b>	Needs assistance solving story problems	Inaccurately solves story problems	Solves story problems efficiently with minimal mistakes	Efficiently and accurately solves story problems

## Fourth Grade Report Card Descriptors - Science

Science Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<b>Understands the effects of weathering and erosion</b>	Lists and explains only 1 Tarpul site recommendation	Lists and explains 2 Tarpul site recommendations	Lists and explains 3-4 Tarpul site recommendations	Lists and explains 5 Tarpul site recommendations
<b>Identifies properties of energy: potential, kinetic, transference and conversion</b>	Demonstrates a basic understanding of the properties of energy (0-1)	Demonstrates a limited understanding of the properties of energy (2)	Demonstrates a complete understanding of the properties of energy (3-4)	Demonstrates and applies a comprehensive understanding of the properties of energy (5)
<b>Identifies various animal adaptations</b>	Lists and explains only 1 animal adaptation	Lists and explains 2-3 animal adaptations	Lists and explains 4-5 animals adaptations	Lists and explains more than 5 animal adaptations
<b>Identifies evidence to explain changes in a landscape over time</b>	Unable to identify evidence that explains changes in a landscape over time.	Needs some assistance identifying evidence that explains changes in a landscape over time.	Independently identifies evidence to explain changes in a landscape over time.	Independently identifies evidence of changes in landscape over time and applies knowledge to a real-world situation.
<b>Understands the impact of natural disasters on humans</b>	Demonstrates a basic understanding of the Richter scale (0-9)	Demonstrates a limited understanding of the Richter scale(10-12)	Demonstrates a complete understanding of the Richter scale (13-16)	Demonstrates a comprehensive understanding of the Richter scale and thoroughly displays the effects of earthquakes (17-18)
<b>Identifies properties of waves: sound and light</b>	Demonstrates a basic understanding of the properties of waves (0-1)	Demonstrates a limited understanding of the properties of waves (2)	Demonstrates a complete understanding of the properties of waves (3-4)	Demonstrates and applies a comprehensive understanding of the properties of waves (5)
<b>Uses the engineering design process to solve a problem</b>	Does not use the engineering design process to solve a problem	Needs assistance to use the engineering design process to solve a problem	Independently uses the engineering design process to solve a problem	Independently uses the engineering design process to identify multiple solutions to a problem
<b>Understands aspects of personal health</b>	Limited understanding of personal health (0-1)	Demonstrates some understanding of personal health (2)	Understands aspects of personal health (3-4)	Clearly explains and applies aspects of personal health (5)

## Fourth Grade Report Card Descriptors - Social Studies

Social Studies Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<b>Constructs questions and responses using evidence while exploring change and continuity (Inquiry SS.4.1-6)</b>	Identifies concepts associated with a compelling question.	Uses the inquiry process to ask supporting questions and construct responses.	Uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with some guidance.	Independently uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with minimal guidance.
<b>Examines interactions between changes in individual and group behavior (Behavioral Sciences)</b>	Limited understanding of conflict and collaboration between various groups during the 20th century Civil Rights Movement.	Inconsistent understanding of conflict and collaboration between various groups during the 20th century Civil Rights Movement.	Consistent understanding of conflict and collaboration between various groups during the 20th century Civil Rights Movement.	Advanced understanding of conflict and collaboration between various groups during the 20th century Civil Rights Movement.
<b>Explains and evaluates democratic principles and rules/laws (Civics/Government)</b>	Limited understanding of how democratic principles guide governments and communities and how enforcement of laws change society	Inconsistent understanding of how democratic principles guide governments and communities and how enforcement of laws change society	Consistent understanding of how democratic principles guide governments and communities and how enforcement of laws change society	Advanced understanding of how democratic principles guide governments and communities and how enforcement of laws change society
<b>Uses economic principles to examine goods and services (Economics)</b>	Limited understanding of how competition, scarcity, and/or government interactions influence regional economies	Inconsistent understanding of how competition, scarcity, and/or government interactions influence regional economies	Consistent understanding of how competition, scarcity, and/or government interactions influence regional economies	Advanced understanding of how competition, scarcity, and/or government interactions influence regional economies
<b>Creates maps to describe and compare regional characteristics of the U.S. (Geography)</b>	Limited understanding of the U.S. regions, their states, capitals, resources, and characteristics	Inconsistent understanding of the U.S. regions, their states, capitals, resources, and characteristics	Consistent understanding of the U.S. regions, their states, capitals, resources, and characteristics	Advanced understanding of the U.S. regions, their states, capitals, resources, and characteristics
<b>Compares historical events and perspectives* (History SS.4.20-26)</b>	Identifies historical and current events with assistance.	<b>Inconsistently</b> analyzes conflicting perspectives and <b>develops claims</b> about historical and current events in Iowa (technology and agriculture) and the United States	Analyzes conflicting perspectives and <b>develops claims</b> about historical and current events in Iowa (technology and agriculture) and the United States	<b>Consistently</b> analyzes conflicting perspectives and <b>supports claims with evidence</b> about historical and current events in Iowa (technology and agriculture) and the U.S.

*\*Every grade level will use and/or analyze primary sources.*