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| Fourth grade ELA Reading Benchmarks are designed to clearly communicate the student’s reading level at each of the four reporting periods. While the STAR will tell you if the student is reading at the expected level, a Fountas and Pinnell assessment or using books with F&P levels will allow you to assess the application of standards in a text. The student should be able to read the benchmark text with **95-97%** accuracy with excellent or satisfactory comprehension or **98-100%** accuracy with limited comprehension. | | | |
| **Fall Benchmark STAR**  **Scaled Score: 458** | **January Benchmark STAR**  **Scaled Score: 487** | **March Benchmark STAR**  **Optional** | **June Benchmark STAR**  **Scaled Score: 520** |
| **Fall Benchmark**  **F & P Level P** | **January Benchmark**  **F & P Level Q** | **March Benchmark**  **F & P Level R** | **June Benchmark**  **F & P Level S** |

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| **ELA GRADE 4** | | |
| **Priority Standard Rubric**  **Reading Informational** | | |
| **Anchor Standard** | | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **ELA.4.RI.7** | | ℗4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| **Performance Level** | **4** | ***Consistently and accurately***   * Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) * Explains how the information contributes to an understanding of the text in which it appears   *Using and appropriate benchmark level text.* |
| **3** | ***Usually and adequately***   * Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) * Explains how the information contributes to an understanding of the text in which it appears   *Using and appropriate benchmark level text.* |
| **2** | ***Sometimes and/or with assistance***   * Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) * Explains how the information contributes to an understanding of the text in which it appears   Using an appropriate level benchmark text  Or can consistently and effectively (or usually and adequately) demonstrate skill with a text read by the teacher |
| **1** | ***Needs considerable assistance or cannot yet***   * Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) * Explain how the information contributes to an understanding of the text in which it appears   *Neither using an appropriate benchmark level text nor in a teacher read aloud.* |
| ***CCSS—Grade Specific Reading Informational Standard 10 (Grade 4)***  By the end of year, read and comprehend 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. | | |