

Visual Arts - Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create - 4	Consistently shows strong evidence of knowledge of processes and techniques taught.	Often shows evidence of knowledge of processes and techniques taught.	Sometimes shows evidence of knowledge of processes and techniques taught.	Rarely shows evidence of knowledge of processes and techniques taught.
	Creatively applies and experiments with new techniques.	Often applies and experiments with new techniques.	Sometimes applies and experiments with new techniques.	Rarely applies and experiments with new techniques.
	Consistently and thoughtfully problem solves and takes risks.	Often problem solves and takes risks.	Sometimes problem solves and takes risks.	Rarely problem solves and takes risks.
Connect & Communicate - 4	Consistently respects and makes safe use of the tools and working spaces.	Often respects and makes safe use of the tools and working spaces.	Sometimes respects and makes safe use of the tools and working spaces.	Rarely respects and makes safe use of the tools and working spaces.
	Consistently works independently and knows when to seek support.	Often works independently and knows when to seek support.	Sometimes works independently, but often requires support.	Rarely works independently.
	Consistently problem solves and works cooperatively with others.	Often problem solves and works cooperatively with others.	Sometimes problem solves and works cooperatively with others.	Rarely problem solves or works cooperatively with others.
	Consistently contributes meaningful or insightful ideas/responses during art talks.	Often contributes meaningful or insightful ideas/responses during art talks.	Sometimes contributes meaningful ideas/responses during art talks.	Rarely contributes meaningful ideas/responses during art talks.
	Clearly and thoughtfully discusses why choices were made and personal meaning.	Appropriately discusses why choices were made and personal meaning.	Sometimes attempts to explain why choices were made and personal meaning.	Unable/unwilling to explain why choices were made and personal meaning.
	Consistently uses precise art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Often uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Sometimes uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Rarely uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.
	Consistently uses observation, description, analysis and interpretation skills, supported by evidence in the work.	Often uses observation, description, analysis and interpretation skills, supported by evidence in the work.	Sometimes uses observation, description, analysis and interpretation skills.	Rarely uses observation, description, analysis and interpretation skills.

Visual Arts - Grade 4

Evidence: Portfolios, Observation Checklists, Exit Slips, Graphic Organizers, Students Journals, Peer and Self-Evaluations, Photography for 3D works, Art Talks and/or Shows, Responses to Literature, Written responses to various imagery such graphic novels & comic strips, etc.

English Language Arts - Grade 4

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Four>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Speaking and Listening - 4	Speaking	<p>Consistently and respectfully participates in conversations, and adds insightful comments and questions to enhance discussions.</p> <p>Always uses appropriate cues and conventions, including word choice, in informal and formal contexts.</p>	<p>Respectfully participates in conversations and often adds comments and questions to enhance discussions.</p> <p>Usually uses appropriate cues and conventions, including word choice, in informal and formal contexts.</p>
Listening Comprehension	<p>Always understands key ideas and overall message; consistently responds appropriately.</p> <p>Purposefully focusses on speaker and asks questions to deepen understanding.</p>		<p>Generally understands key ideas and overall message; responds appropriately.</p> <p>Willingly focusses on speaker and asks questions to extend understanding.</p>	<p>Somewhat understands key ideas and overall message; and may respond appropriately.</p> <p>Partially focusses on speaker. May ask questions, but needs prompting to narrow the point.</p>	<p>Unable to understand key ideas and/or misses the overall message; response is limited.</p> <p>Rarely focusses on speaker.</p>
Evidence: Book Talks, Peer and Self-Assessment for Group Work, Exit Slips and Observation Checklists					

English Language Arts - Grade 4

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Strategies and Behaviours	<p>Efficiently uses strategies to construct meaning. Adjusts strategies according to form and purpose.</p> <p>Acquires new vocabulary including content-specific words and uses textual details when reading.</p>	<p>Automatically uses strategies to construct meaning; may need reminders with unfamiliar texts.</p> <p>Adjusts predictions when reading.</p>	<p>May require prompting, to use strategies to construct meaning from grade-level texts.</p> <p>Uses strategies with text at their independent reading level.</p>
Comprehension	<p>Consistently understands the literal and implied messages and critically/personally connects to the text.</p> <p>Explanations go beyond the obvious and are well supported with textual details and life experience. Responses are frequently thoughtful.</p>	<p>Usually understands the literal and implied messages and critically/personally connects to the text.</p> <p>Explanations are straightforward and logical. Responses are appropriate and complete.</p>	<p>To some extent understands the literal and implied messages, makes simple interpretations, and offers simple and direct explanations about texts.</p> <p>Responses are sometimes limited or obvious.</p> <p>Demonstrates appropriate comprehension when reading texts below grade level.</p>	<p>Has difficulty understanding grade-level texts.</p> <p>Demonstrates appropriate comprehension when reading texts well-below grade level.</p>	
Level of Text Complexity*	<p>Independently selects and reads texts at a complexity considered on target/ at grade level.</p> <p>Independently chooses to read some texts at a higher level.</p>	<p>Selects and reads texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently below target (not more than one year).</p> <p>Has some difficulty understanding texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently well-below target (more than one year).</p> <p>Has a great deal of difficulty understanding texts at a complexity considered on target/ at grade level.</p>	
<p>End-of-grade text complexity for Grade 4 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: topics often beyond personal experiences, requiring cultural, historical or social perspectives</p> <p>Themes: examples of more challenging/mature themes/ideas (e.g., war, immigrant experiences) which require the reader to interpret and connect information/ideas with other texts</p> <p>Sentences: an increasing number of complex sentences in conjunction with long simple sentences and compound sentences; greater sophistication in the use of dialogue with more examples of split quotations</p>					

English Language Arts - Grade 4

Language: language which is often uncommon and challenging (e.g., new vocabulary and content-specific words, supported by context or use of glossary); greater use of figurative (e.g., metaphor, simile) and specific, descriptive language

Word complexity: many words with more than 3 syllables, some of which are difficult to decode

Graphics/Illustrations: chapter books with no or few illustrations; illustrations/photographs that represent and extend print in non-fiction

Layout: many lines of print on a page, organized in paragraphs, predominantly standard-sized font with greater variation in layout within same text

Evidence: Book Talks, Reading Conferences, ACRAR Reading Assessment, Attitude and Strategy Observations

English Language Arts - Grade 4

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Strategies and Behaviours	<p>Regularly uses grade-level strategies. Drafts writing with purpose and audience in mind.</p> <p>Frequently has a plan for writing and uses writing tools to complete the process. Takes risks when creating which may result in errors.</p>	<p>Generally uses grade-level strategies.</p> <p>Drafts often include a manageable topic, using ideas from a variety of sources.</p> <p>Often has a plan for writing and uses writing tools to complete the process. Rereads for fluency, substitutes ideas, uses criteria to select/share.</p>	<p>Needs support to use grade-level strategies.</p> <p>Finds it challenging to develop a manageable topic.</p> <p>Occasionally has a plan but more often than not needs support to include/check conventions, use writing tools and to complete a piece of writing.</p>
Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are focussed with relevant details grouped, and show originality.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces include relevant details, usually grouped, but a few details may lack clarity.</p>	<p>Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in pieces.</p> <p>Unclear topic, minimal details and/or challenges with organization can impact published pieces, which are sometimes unfocussed.</p>	<p>Demonstrates few aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time.</p> <p>Published pieces are difficult to follow. Omissions and errors interfere with meaning.</p>	
Text Forms	<p>Creates a variety of text forms, with attention to purpose and audience. Regularly includes features introduced in class and from independent reading.</p>	<p>Follows directions to organize according to form, generally attending to purpose and audience. Often includes features introduced in class.</p>	<p>With prompting, follows directions to organize according to form. Occasionally includes features introduced in class.</p>	<p>Is unable to complete written forms even with extensive instruction and support in class.</p>	
Evidence: Writing Pieces, Process Checklist, Writer's Notebook, Word Work Checks					

French Immersion - Grade 4

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 4	Oral Comprehension (Listening)	<p>Consistently understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Consistently follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Consistently understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Routinely understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Usually follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Routinely understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Partially understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Occasionally follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Partially understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Rarely understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Seldom follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Rarely understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>
	Oral Production (Speaking)	<p>Thoughtfully describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Expertly presents something well known when prepared in advance.</p>	<p>Easily describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Adeptly presents something well known when prepared in advance.</p>	<p>Somewhat describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Presents something well known with support when prepared in advance.</p>	<p>Barely describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Seldom presents something well known even with support.</p>
	Oral Interaction (Speaking and Listening)	<p>Regularly asks for clarification when something is not understood.</p> <p>Regularly uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Promptly expresses certain feelings and asks people how they feel regarding general events, preferences, etc.</p> <p>Frequently exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Usually asks for clarification when something is not understood.</p> <p>Usually uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Readily expresses certain feelings and asks people how they feel regarding personal events, preferences, etc.</p> <p>Generally exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Occasionally asks for clarification when something is not understood with prompting.</p> <p>Sometimes uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support). with prompting.</p> <p>Occasionally expresses certain feelings and asks people how they feel using simple words regarding personal events, preferences, etc.</p> <p>Partially exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Rarely asks for clarification when something is not understood with prompting.</p> <p>Seldom uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support). with prompting.</p> <p>Rarely expresses certain feelings and asks people how they feel using simple words with support regarding personal events, preferences, etc.</p> <p>Rarely exchanges information, asks questions and reacts to personal everyday matters.</p>
Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.					

French Immersion - Grade 4

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Reading and Viewing- 4	Strategies and Behaviours	<p>Frequently uses appropriate strategies to help with comprehension of written texts.</p> <ul style="list-style-type: none"> - phonological awareness to decode words -meaning, structure and visual cues - small words within larger ones to make sense - uses illustrations - rereading when necessary <p>Regularly uses intonation, expression and respect punctuation</p> <p>Consistently recognizes sounds (e.g., ou, en, eau, è)</p> <p>Consistently uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Promptly exchanges ideas and point of view during various reading activities using short & simple sentences (i.e.: guided reading, shared reading, etc.)</p>	<p>Generally uses appropriate strategies to help with comprehension of written texts:</p> <ul style="list-style-type: none"> - phonological awareness to decode words -meaning, structure and visual cues - small words within larger ones to make sense - uses illustrations - rereading when necessary <p>Usually uses intonation, expression and respect punctuation</p> <p>Routinely recognizes sounds (e.g., ou, en, eau, è)</p> <p>Routinely uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Readily exchanges ideas and point of view during various reading activities using short & simple sentences (i.e.: guided reading, shared reading, etc.)</p>	<p>Occasionally uses appropriate strategies to help with comprehension of written texts.</p> <ul style="list-style-type: none"> - phonological awareness to decode words -meaning, structure and visual cues - small words within larger ones to make sense - uses illustrations - rereading when necessary <p>Occasionally uses intonation, expression and respect punctuation</p> <p>Sometimes recognizes sounds (e.g., ou, en, eau, è)</p> <p>At times uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Exchanges ideas and point of view during various reading activities using short & simple sentences with support (i.e.: guided reading, shared reading, etc.)</p>	<p>Rarely uses appropriate strategies to help with comprehension of written texts.</p> <ul style="list-style-type: none"> - phonological awareness to decode words -meaning, structure and visual cues - small words within larger ones to make sense - uses illustrations - rereading when necessary <p>Rarely uses intonation, expression and respect punctuation</p> <p>Recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>Hardly ever uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Exchanges ideas and point of view during various reading activities using short & simple sentences with extensive support and prompting (i.e.: guided reading, shared reading, etc.)</p>
	Comprehension	<p>Regularly and thoughtfully answers literal, inferential and critical questions.</p> <p>Efficiently summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Routinely and effectively answers literal, inferential and critical questions.</p> <p>Often summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>To some extent answers literal, inferential and/or critical questions with support.</p> <p>Sometimes summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts with support.</p>	<p>Nominally answers literal, inferential and/or critical questions with support.</p> <p>Rarely summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts with support.</p>
	Level of Text Complexity	<p>Regularly describes the key elements of fiction and non-fiction texts.</p> <p>Frequently describes the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>Usually describes the key elements of fiction and non-fiction texts.</p> <p>Generally describes the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>With prompting describes the key elements of fiction and non-fiction texts.</p> <p>Sometimes describes the purpose of narrative, informative, persuasive and procedural texts with some support.</p>	<p>Rarely describes the key elements of fiction and non-fiction texts with considerable support.</p> <p>Nominally describes the purpose of narrative, informative, persuasive and procedural texts with support.</p>
Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.					

French Immersion - Grade 4

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Writing and Representing- 4	Strategies and Behaviours	<p>Frequently describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, activities).</p> <p>Regularly writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) frequently writes a structured text.</p> <p>Eagerly participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Skilfully completes the writing process (e.g., plan, draft, revise).</p> <p>Consistently uses writing tools and resources (word wall, models, visual dictionaries, etc.)</p>	<p>Generally describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, activities).</p> <p>Usually writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) usually writes a structured text.</p> <p>Readily participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Routinely completes the writing process (e.g., plan, draft, revise).</p> <p>Generally uses writing tools and resources (word wall, models, visual dictionaries, etc.)</p>	<p>To some extent describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, activities).</p> <p>Occasionally writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) occasionally writes a structured text.</p> <p>At times participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Superficially completes the writing process (e.g., plan, draft, revise).</p> <p>Sometimes uses writing tools and resources (word wall, models, visual dictionaries, etc.)</p>	<p>With limited language nominally describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, activities).</p> <p>Seldom writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) seldom write a structured text even with support and prompting.</p> <p>Hardly ever participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Inappropriately completes the writing process (e.g., plan, draft, revise).even with support and prompting.</p> <p>Rarely or inappropriately uses writing tools and resources (word wall, models, visual dictionaries, etc.) even with support and prompting.</p>
	Traits	Regularly applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4.	Usually applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4.	Occasionally applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4 with some support.	Rarely applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4 with support.
	Text Forms	<p>Through a balanced writing program, consistently uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Consistently selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose 	<p>Through a balanced writing program, generally uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Generally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose 	<p>Through a balanced writing program, occasionally uses forms with some support:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Occasionally selects presentation mode (written, visual, multimedia) to transmit information based on:</p>	<p>Through a balanced writing program, rarely uses forms with support and prompting:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Rarely selects presentation mode (written, visual, multimedia) to transmit information based on:</p>

French Immersion - Grade 4

	- student's knowledge and experiences.	- student's knowledge and experiences.	- audience and purpose - student's knowledge and experiences.	- audience and purpose - student's knowledge and experiences.
	Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.			

Health – Grade 4

Strand: Safety (Protecting Yourself, Your Family and Your Community)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Accurately defines pollutions and lists its sources, means of reduction and methods of control.	Reliably defines pollutions and lists its sources, means of reduction and methods of control.	With defines pollutions and lists its sources, means of reduction and methods of control.	Is not able to define pollutions and lists its sources, means of reduction and methods of control.
Consistently and confidently discusses how personal behaviours and choices may affect safety of self and/or others.	Usually and with some confidence discusses how personal behaviours and choices may affect safety of self and/or others.	Occasionally and with some hesitation discusses how personal behaviours and choices may affect safety of self and/or others.	Never discusses how personal behaviours and choices may affect safety of self and/or others.
Regularly lists techniques used to lure children.	Routinely lists techniques used to lure children.	Partially lists techniques used to lure children.	Hardly ever lists techniques used to lure children.

Strand: Wellness (Personal Wellness)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Frequently engages in healthy eating and physical activity practices to enhance his/her daily life.	Generally engages in healthy eating and physical activity practices to enhance his/her daily life.	Sometimes engages in healthy eating and physical activity practices to enhance his/her daily life.	Rarely engages in healthy eating and physical activity practices to enhance his/her daily life.
Regularly identifies the various influences on body shape and size.	Routinely identifies the various influences on body shape and size.	Partially identifies the various influences on body shape and size.	Hardly ever identifies the various influences on body shape and size.

Health – Grade 4

Strand: Growing Up (Growth and Development)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently labels structures and explains functions of the digestive system.	Usually labels structures and explains functions of the digestive system.	Occasionally labels structures and explains functions of the digestive system.	Seldom labels structures and explains functions of the digestive system.
Consistently states the importance of proper personal hygiene practices for maintaining one's health.	Easily states the importance of proper personal hygiene practices for maintaining one's health.	Partially states the importance of proper personal hygiene practices for maintaining one's health.	Not able to state the importance of proper personal hygiene practices for maintaining one's health.
Regularly lists body changes and demonstrates and acceptance for individual, physical and cultural differences.	Routinely lists body changes and demonstrates and acceptance for individual, physical and cultural differences.	Partially lists body changes and demonstrates and acceptance for individual, physical and cultural differences.	Hardly ever body changes and demonstrates and acceptance for individual, physical and cultural differences.

Strand: Helpful and Harmful Substances (Use, Misuse and Abuse of Materials)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Regularly describes how media messages influences health-related product use and selection.	Routinely describes how media messages influences health-related product use and selection.	At times describes how media messages influences health-related product use and selection.	Hardly ever describes how media messages influences health-related product use and selection.
Consistently defines and compares the meaning of addiction, abuse, misuse and proper use in terms of legal drugs.	Usually defines and compares the meaning of addiction, abuse, misuse and proper use in terms of legal drugs.	Occasionally defines and compares the meaning of addiction, abuse, misuse and proper use in terms of legal drugs.	Never defines and compares the meaning of addiction, abuse, misuse and proper use in terms of legal drugs.
Regularly describes environmental sensitivities and allergies.	Routinely describes environmental sensitivities and allergies.	Partially describes environmental sensitivities and allergies.	Hardly ever describes environmental sensitivities and allergies.

Intensive French – Grade 4 (for combined 4-5 classes)

*These descriptors are used with grade 4 IF (ex.with combined 4-5) and not for Pre-IF

*Page numbers in the evidence section refer to page numbers in the curriculum guide for [Intensive French](#)

Speaking & Listening CEFR Level - A2.1 (Échelle Orale Provinciale attendue à la fin de l'année: Basic Low)

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Comprehension of Oral Texts (Écouter/Compréhension orale)	<p>Always has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Easily understands simple information and questions about family, hobbies, and daily life</p>	<p>Usually has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Generally understands simple information and questions about family, hobbies, and daily life</p>	<p>Occasionally has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>With prompting, understands simple information and questions about family, hobbies, and daily life</p>	<p>Seldom has sufficient comprehension to meet immediate needs, even when people speak slowly and clearly</p> <p>Rarely able to understand simple information and questions about family, hobbies, and daily life</p>
Oral Communication (Prendre part à une conversation)	<p>Communicates messages with considerable ease and confidence, using complete and detailed sentences</p> <p>Exchanges information about everyday matters, using increasingly complex vocabulary</p> <p>Asks and answers questions about a past event with ease</p>	<p>Communicates messages with some ease and confidence, using complete sentences, with some detail</p> <p>Exchanges information about everyday matters, using simple structures</p> <p>Asks and answers simple questions about a past event</p>	<p>Communicates messages with some hesitation, using some incomplete sentences and with some mistakes</p> <p>With support, exchanges some information about everyday matters, with limited vocabulary</p> <p>With support, asks and answers simple questions about a past event</p>	<p>Communicates messages with much hesitation, using words rather than sentences, making frequent mistakes</p> <p>Seldom able to exchange information about everyday matters</p> <p>Rarely able to ask and answer simple questions about a past event</p>
Oral Communication (S'exprimer oralement en continu)	<p>Efficiently able to satisfy basic survival needs and minimum courtesy requirements In areas of immediate need or on very familiar topics, asks and answers simple questions with ease</p> <p>Regularly describes likes and dislikes while adding some details</p>	<p>Generally able to satisfy basic survival needs and minimum courtesy requirements In areas of immediate need or on very familiar topics, generally asks and answers simple questions</p> <p>Routinely describes likes and dislikes</p>	<p>With support, is able to satisfy basic needs and minimum courtesy requirements using learned statements</p> <p>With prompting, in areas of immediate need or on very familiar topics, sometimes is able to ask and answer simple questions</p>	<p>Rarely able to satisfy immediate needs using learned statements *is seldom able, even with support, to ask and answer simple questions in areas of immediate need or on very familiar topics</p> <p>Rarely is able to describe likes and dislikes even with support</p>

Intensive French – Grade 4 (for combined 4-5 classes)

	Talks about upcoming or past events on familiar topics Consistently describes hobbies and interests, adding in some details	Briefly talks about upcoming or past events on familiar topics Generally describes hobbies and interests	With prompting, describes likes and dislikes With prompting, briefly talks about upcoming or past events on familiar topics With support, occasionally describes hobbies and interests	Rarely talks about upcoming or past events on familiar topics even with support Describes hobbies and interests with a great degree of difficulty and limited vocabulary
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Evidence: Sample rubric for oral communication (based on communication functions in unit) p. 82 Teacher uses this rubric to make observations while doing the eight strategies or using the communication functions; rubrics can be customized on descriptors in New Brunswick Oral Proficiency Scale p.p. 144-149, Student Passport with Can Do statements p.119, [Portfolio de langue pour le français intensif](#), *Rubrique d'évaluation hebdomadaire pour l'oral* p. 143

Reading & Viewing

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Level of Text Complexity (Lire/Compréhension écrite)	Consistently recognizes high frequency words Efficiently uses letter-sound relationships along with meaning and language to solve words Consistently uses images and print text to construct meaning	Usually recognizes high frequency words Knows many letter-sound relationships and generally uses them to solve words Routinely uses images and some print text to construct meaning	Sometimes recognizes high frequency words Knows some letter-sound relationships and with support, uses them to solve words Occasionally uses images to construct meaning	Seldom recognizes high frequency words With support, identifies some sounds in words and is beginning to work towards building letter-sound relationships Seldom uses information from images to construct meaning
Fluency/Accuracy	Consistently reads orally and fluently known texts using punctuation	Generally reads orally known texts, using punctuation and with little hesitation (fluency)	Is able to read orally known texts using punctuation, but with some hesitation (fluency)	Has difficulty reading orally known text, even with support
Comprehension (Lire/Compréhension écrite)	Easily understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	With support, understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Has difficulty understanding short, simple texts containing familiar vocabulary, even with support

Intensive French – Grade 4 (for combined 4-5 classes)

Evidence: Daily Observation Chart for Reading p. 87, *Comportements liés aux connaissances et aux habilités en lecture* p. 160, Assessing Fluency and comprehension p.p.85-86, characteristics of a reader in transition p. 83-84; additional reading rubrics p.p. 151-153 Can-Do statements p.109-117, [Portfolio de langue pour le français intensif](#)

Writing & Representing

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Process (Écrire/Expression écrite)	<p>Communicates written messages using complete and detailed sentences; applies writing strategies</p> <p>Regularly extends writing text from modeled writing piece, adding relevant details while maintaining focus on topic</p> <p>Skillfully uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences with some personalized detail; generally applies writing strategies</p> <p>Usually adapts writing text from modeled writing piece and may add relevant details while generally maintaining focus on topic</p> <p>Appropriately uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences that are often incomplete; sometimes applies writing strategies</p> <p>Sometimes adapts writing text from modeled writing piece, may add some details, not necessarily pertaining to topic</p> <p>Requires support when using classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using words rather than sentences; rarely applies writing Strategies</p> <p>Has difficulty adapting writing text from modeled writing piece, requires support</p> <p>Rarely uses classroom tools (word wall, classroom reading materials) to support writing</p>
Traits (Écrire/Expression écrite)	<p>Demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of strong writing (<i>normes de performance élevées 5e</i>) as evidenced over time in multiple texts</p>	<p>Usually demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Partially demonstrates most aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Rarely demonstrates aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>
Forms (Écrire/Expression écrite)	<p>Creates a strong written text (personal and narrative) based on a model provided in class</p> <p>Writes efficiently, adding relevant details about topics</p>	<p>Creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes effectively and may</p>	<p>With support, creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes with prompting about</p>	<p>Rarely is able to create an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Even with support, has</p>

Intensive French – Grade 4 (for combined 4-5 classes)

	such as school, family and pets, hobbies, friends and daily activities	add relevant details about topics such as school, family and pets, hobbies, friends and daily activities	topics such as school, family and pets, hobbies, friends and daily activities	difficulty writing about topics such as school, family and pets, hobbies, friends and daily activities
Evidence: Assessing Writing in the IF Program p. 88, <i>Normes de performance en écriture</i> p.p. 90-103, Can-Do statements in Passport p.p. 109-117, Portfolio de langue pour le français intensif , additional sample writing rubrics p.p. 155-156				

Pre-Intensive French – Grade 4

*Page numbers in the evidence section refer to page numbers in the curriculum guide for [Intensive French](#)

Speaking & Listening

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Comprehension of Oral Texts (Écouter/Compréhension orale)	Comprehends virtually all messages within the classroom context, including those with new elements; rarely requires repetition or re-wording of messages	Comprehends most messages and familiar language; sometimes requires repetition or re-wording of messages	Experiences some difficulty understanding messages containing familiar language; requires frequent repetition of messages or repeated use of gestures and images to support understanding	Rarely comprehends messages, requires use of gestures, images and other aids to support understanding
Oral Communication (Prendre part à une conversation)	Communicates messages with ease and confidence, using complete and detailed sentences, rarely making mistakes with familiar material	Communicates messages with some confidence, using mostly correct and complete sentences with some personalized details	Communicates messages with some hesitation, using some incomplete sentences and with some mistakes	Communicates messages with much hesitation, using words rather than sentences and with frequent mistakes
Evidence: Sample rubric for oral communication (based on communication functions in unit) p. 82 Teacher uses this rubric to make observations while doing the eight strategies or using the communication functions; rubrics can be customized on descriptors in New Brunswick Oral Proficiency Scale p.p. 144-149, Student Passport with Can Do statements p.119, Portfolio de langue pour le français intensif ; <i>Rubrique d'évaluation hebdomadaire pour l'oral</i> p. 143				

Reading & Viewing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Level of Text Complexity (Lire/Compréhension écrite)	Reads most familiar words without hesitation Consistently uses pictures to construct meaning	Reads many familiar words Routinely uses pictures to construct meaning	Has some difficulty reading words Occasionally uses pictures to construct meaning	Is unable to read most words Rarely uses information from pictures to construct meaning
Fluency/Accuracy	Consistently reads with fluency known texts orally using punctuation	Generally reads known texts orally using punctuation, with little hesitation	Is able to read a known text orally using punctuation, with some hesitation	Has difficulty reading a known text orally, even with support
Comprehension (Lire/Compréhension écrite)	Can demonstrate an understanding of the general meaning of most texts, including those containing new elements	Demonstrate a general understanding of the meaning of texts	Experiences some difficulty demonstrating an understanding of the general meaning of texts	Has considerable difficulty demonstrating an understanding of the general meaning of texts

Pre-Intensive French – Grade 4

Evidence: Daily Observation Chart for Reading p. 87, *Comportements liés aux connaissances et aux habilités en lecture* p. 160, Assessing Fluency and comprehension p.p.85-86, characteristics of a reader in transition p. 83-84; additional reading rubrics p.p. 151-153 Can-Do statements p.109-117, [Portfolio de langue pour le français intensif](#),

Writing & Representing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Process (Écrire/Expression écrite)	<p>Using a modeled text, communicates written messages using complete sentences with some added details; applies writing strategies</p> <p>Skillfully uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Using a modeled text communicates written messages using mostly complete sentences with personalized details; generally applies writing strategies</p> <p>Uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Using a modeled text, communicates written messages using sentences that are often incomplete; sometimes applies writing strategies</p> <p>Requires support when using classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Using a modeled text, communicates written messages using words rather than sentences; rarely applies writing strategies</p> <p>Rarely uses classroom tools (word wall, classroom reading materials) to support writing</p>

Evidence: Assessing Writing in the IF Program p. 88, *Normes de performance en écriture* p.p. 90-103, Can-Do statements in Passport p.p. 109-117, [Portfolio de langue pour le français intensif](#), additional sample writing rubrics p.p. 155-156

Math – Grade 4

Number

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently represents, compares and orders a wide range of whole numbers, decimals and fractions accurately	Routinely represents, compares and orders whole numbers, decimals and fractions accurately	Sometimes represents, compares and orders whole numbers, decimals and fractions accurately; may require pictorial or other representations	Rarely represents, compares and orders whole numbers, decimals and fractions, even with concrete or pictorial representations	
	Consistently makes connections between a wide range of whole numbers, decimals, and fractions	Routinely makes connections between fractions, decimals and whole numbers	Sometimes makes connections between fractions, decimals and whole numbers	Rarely makes connections between fractions, decimals and whole numbers	
	Consistently uses benchmarks and patterns effectively and efficiently	Routinely and effectively uses benchmarks and patterns	Sometimes uses benchmarks and patterns	Rarely uses benchmarks and patterns	
	Makes efficient, logical estimates to predict outcomes and check for reasonableness	Routinely makes effective, logical estimates to predict outcomes and check for reasonableness	Sometimes makes effective, logical estimates to predict outcomes and check for reasonableness	Rarely makes logical estimates to predict outcomes or check for reasonableness	
	Uses strategies (including mental math) effectively and efficiently	Routinely uses strategies (including mental math) effectively	Sometimes uses strategies (including mental math) effectively	Rarely uses strategies effectively	
	Consistently explains strategies and reasoning with clarity, precision and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math – Grade 4

Patterns and Relations

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently identifies and describes a wide range of patterns	Routinely and accurately identifies, describes, represents, and extends patterns	Sometimes identifies, describes, represents, and extends patterns	Rarely identifies and describes patterns	
	Consistently and independently Includes precise labels and headings in tables, graphs and other representations	Routinely includes appropriate labels and headings in tables, graphs and other representations	Sometimes includes appropriate labels and headings in tables, graphs and other representations	Rarely includes labels and headings in tables, graphs and other representations	
	Consistently and independently makes connections among a wide range of representations of patterns (written/oral, tables, charts, pictorial, concrete)	Routinely makes connections among various representations of patterns (written/oral, tables, charts, pictorial, concrete)	Sometimes makes connections among various representations of patterns (written/oral, tables, charts, pictorial, concrete)	Rarely makes connections among various representations of patterns (written/oral, tables, charts, pictorial, concrete)	
	Consistently and independently uses patterns and relationships to solve a wide range of problems	Routinely uses patterns and relationships to solve problems	Sometimes uses patterns and relationships to solve problems	Rarely uses patterns and relationships to solve problems	
	Consistently and independently explains patterns and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains patterns and reasoning	Sometimes explains patterns and reasoning	Has difficulty explaining patterns and reasoning	
	Consistently and independently represents, describes, and solves a wide range of equations	Routinely represents, describes, and solves equations	Sometimes represents, describes, and solves equations	Rarely represents, describes, and solves equations	
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math – Grade 4

Shape and Space

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics
	Independently and with ease measures time (clocks, calendars) appropriately with correct units or formats	Routinely measures time (clocks, calendars) appropriately with correct units or formats	Sometimes measures time (clocks, calendars) appropriately with correct units or formats	Has difficulty measuring time (clocks, calendars) appropriately with correct units or formats
	Consistently describes and determines area of a wide variety of shapes, indicating units	Routinely describes and determines area, indicating units	Sometimes describes and determines area, indicating units	Has difficulty describing and determining area
	Consistently uses referents and estimation strategies effectively and efficiently	Effectively uses referents and estimation strategies	Sometimes uses referents and estimation strategies	Has difficulty using referents and estimation strategies effectively
	Consistently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning
	Consistently identifies, describes, constructs and compares prisms using attributes	Routinely identifies, describes and constructs prisms using attributes	Sometimes identifies, describes and constructs prisms using attributes	Has difficulty identifying, describing and constructing prisms
	Consistently identifies, describes, creates and compares symmetrical and congruent shapes	Routinely identifies, describes and creates symmetrical and congruent shapes	Sometimes identifies, describes and creates symmetrical and congruent shapes	Has difficulty identifying, describing and creating symmetrical and congruent shapes
	Consistently uses precise labels (including units) in diagrams	Routinely uses appropriate labels (including units) in diagrams	Sometimes uses appropriate labels (including units) in diagrams	Rarely uses appropriate labels (including units) in diagrams
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>				

Math – Grade 4

Statistics (Statistics and Probability)

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently and independently chooses graph type and scales appropriate for a wide range of data and purpose, and constructs graph	Routinely chooses graph type and scales appropriate for data and purpose, and accurately constructs graph	Sometimes chooses graph type and scales appropriate for data and purpose, and constructs graph	Has difficulty choosing graph type and scales appropriate for data and purpose, and has difficulty constructing graph	
	Consistently and independently includes precise labels in tables and graphs	Routinely includes appropriate labels in tables and graphs	Sometimes includes appropriate labels in tables and graphs	Rarely includes labels in tables and graphs	
	Consistently interprets a wide range of data appropriately to answer questions and solve problems	Routinely interprets data appropriately to answer questions and solve problems	Sometimes interprets data in graphs appropriately	Has difficulty interpreting data appropriately to answer questions and solve problems	
	Consistently and independently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors	
<p>Evidence: (following Statistics and Probability section) Glossary of key words: (following Evidence section at end of document)</p>					

Evidence of Learning: Suggested Sources

Observations:

- Observe students using models (materials and manipulatives) and diagrams
- Observe students playing games.
- Observe students completing tasks
- Observe student presentations and demonstrations
- Use listening checklist of mathematical language
- Notes from guided math sessions
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Guided tasks
- Math talks
- Math journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Graphs
- Song, poem, art
- Work samples
- Exit slips or other responses to questions
- Math journal entry
- Photos of student use of models
- Group problem solving records
- Portfolios

Glossary

Appropriate: is aligned with the expectations of the curriculum document (e.g., *Routinely selects and applies appropriate strategies to solve problems*).

Benchmarks: numbers used to compare and order other numbers (e.g., 5, 10, 25, 50, 100).

Concrete representation: using materials/manipulatives (e.g., counters, pattern blocks) to show a mathematical concept or solve a problem

Consistently: always acting or behaving in the same way and of the same quality

Effective: approach used consistently provides an accurate solution

Efficient: approach used has minimal number of steps (based on the expectations of the curriculum) and consistently provides an accurate solution

Pictorial representation: using drawings/diagrams (e.g., drawings of the model, number lines) to show a mathematical concept or solve a problem

Rarely: not often; even with support

Referent: a concrete representation of a quantity or a unit of measurement (it is helpful if the representation is personally meaningful)

Routinely: done very often with no support

Sometimes: occasionally and/or with support

Subitizing: using familiar arrangements of objects to determine how many there are without counting (e.g., dice)

Symbolic representation: using numbers and mathematical symbols (e.g., 9, +, ÷) to show a mathematical concept or solve a problem

Music - Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 4	Consistently with independence demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Often demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Sometimes demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Has difficulty demonstrating an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.
	Consistently with independence, is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.	Often is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements..	Sometimes is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.	Has difficulty singing and/or playing a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.
	Consistently with independence experiments with available sound sources to create and notate musical thoughts.	Often experiments with available sound sources to create and notate musical thoughts.	Sometimes experiments with available sound sources to create and notate musical thoughts.	Has difficulty experimenting with available sound sources to create and notate musical thoughts.
Connect & Communicate - 4	Consistently with independence demonstrates respect and awareness of the musical contributions of cultural groups in their own community and Province.	Often demonstrates respect and awareness of musical contributions of cultural groups in their own community and Province.	Sometimes demonstrates respect and awareness of the musical contributions of cultural groups in their own community and Province..	Has difficulty demonstrating respect and awareness of the musical contributions of cultural groups in their own community and Province.
	Consistently with independence recognizes contributions of a variety of composers and musicians, past and present.	Often demonstrates recognizes contributions of a variety of composers and musicians, past and present.	Sometimes recognizes contributions of a variety of composers and musicians, past and present.	Has difficulty recognizing contributions of a variety of composers and musicians, past and present.
	Consistently with independence recognizes common orchestral instruments by sight and sound.	Often recognizes common orchestral instruments by sight and sound.	Sometimes recognizes common orchestral instruments by sight and sound.	Has difficulty recognizing common orchestral instruments by sight and sound.
	Consistently with independence demonstrates respect for others' responses to music.	Often demonstrates respect for others' responses to music.	Sometimes demonstrates respect for others' responses to music.	Has difficulty demonstrating respect for others' responses to music.
	Consistently with independence identifies connections between a variety of art forms.	Often identifies connections between a variety of art forms.	Sometimes identifies connections between a variety of art forms.	Has difficulty identifying connections between a variety of art forms.

Music - Grade 4

Evidence: Small/Large ensemble performance with individual assessment using tools such as student devised rubrics, self-assessments, peer assessments, video/audio evidence, etc. Musical Composition created using various means such as GarageBand, traditional notation, soundscape, Finale, Sibelius, NoteFlight or other various notation software programs. Listening journals, exit slips, observation checklists, Composer and/or Book talks, quizzes, etc.

Personal Development and Career Planning – Grades 3-5

Personal Development

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Effectively communicates thoughts and feelings to others; shows an awareness of the effect people have on the feelings of others; demonstrates empathy.	Purposefully identifies and communicates feelings to others; identifies the need for empathy for the feelings of others.	Identifies and communicates basic feelings of self and others; acknowledges the similarities and differences of others.	Seldom able to: -identify or communicate basic feelings of self and others; acknowledge the similarities and differences of others
Consistently resolves their own and others' conflicts without the use of physical aggression.	Often uses active listening skills, adequately implements basic conflict-management strategies, and knows when to seek assistance.	Exhibits limited ability to use active listening skills and to articulate thoughts when interacting with others.	Rarely able to use active listening skills and articulate thoughts when interacting with others.
Independently evaluates the results of choices and continues to explore other options.	Effectively applies the problem-solving process.	Capable of listing steps in problem-solving process.	Seldom able to list the steps in the problem-solving process.
Intrinsically motivated to practise responsible behaviour.	Practises responsible behaviour in the school environment.	Inconsistently practises responsible behaviour in the school environment.	Rarely practices responsible behaviour in the school environment.

Personal Development and Career Planning – Grades 3-5

Lifelong Learning

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Uses learning style to develop personal study strategies.	Describes learning style and employs study skills.	Shows limited understanding of learning styles and study skills.	Seldom able demonstrate understanding of learning styles and study skills
Intrinsically motivated to produce quality work.	Acknowledges the relationship between motivation, effort, and performance in the production of quality work.	Limited ability to identify the relationship between motivation, effort, and performance.	Rarely able to identify the relationship between motivation, effort, and performance.
Consistently demonstrates the ability to review and evaluate personal plans.	Demonstrates the ability to develop and monitor a personalized plan for a short-term goal.	Develops a personalized plan with assistance.	Rarely able to develop a personalized plan.
Independently researches how specific skills learned at school relate to various occupations.	Describes how the knowledge and skills learned at school relate to various occupations.	Limited ability to relate how the skills and knowledge learned at school relate to various occupations.	Seldom able to connect how the skills and knowledge learned at school relate to various occupations.

Career Exploration and Planning

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Examines personal benefits derived from various jobs.	Describes various jobs.	Exhibits limited knowledge of jobs and ways to access career information.	Seldom exhibits knowledge of jobs and ways to access career information.
Describes factors that influence career choices and, when given a set of values, interests, and attitudes, would be able to match these to potential occupations.	Identifies factors that influence career choices.	Limited ability to identify the factors that influence career choices.	Rarely exhibits the ability to identify the factors that influence career choices.
Independently develops a personal lifestyle goal to enhance learning.	Sets personal goals for a healthy lifestyle.	Limited ability to identify factors that influence healthy lifestyles.	Rarely exhibits the ability to identify factors that influence healthy lifestyles.

Physical Education – Grades 4-5

Doing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Movement Skills Specific Learning Outcomes: D1; D7; D8; D9; D10	Frequently, a variety of movement skills in complex movement sequences individually with others or with objects. (i.e., long jump requires the skills of running, taking off and landing.)	Generally performs a variety of locomotor and non-locomotor skills in complex movement sequences individually with others or with objects. (i.e., long jump requires the skills of running, taking off and landing.)	Sometimes performs, a variety of locomotor and non-locomotor skills in complex movement sequences individually with others or with objects. (i.e., long jump requires the skills of running, taking off and landing.)	Rarely performs, a variety of locomotor and non-locomotor skills in complex movement sequences individually with others or with objects. (i.e., long jump requires the skills of running, taking off and landing.)
	Thoughtfully invents individual, dual and team games or activities using activity-specific motor skills.	Easily invents individual, dual and team games or activities using activity-specific motor skills.	With some support invents individual, dual and team games or activities using activity-specific motor skills.	Is not able to invent individual, dual and team games or activities using activity-specific motor skills.
	Frequently executes, with smoothness and fluidness, basic motor skills in a variety of individual, dual or team sports.	Generally executes, with smoothness and fluidness, basic motor skills in a variety of individual, dual or team sports.	Sometimes executes, with smoothness and fluidness, basic motor skills in a variety of individual, dual or team sports.	Rarely executes, with smoothness and fluidness, basic motor skills in a variety of individual, dual or team sports.
	Consistently and independently uses basic individual offensive and defensive skills, as well as tactics and approaches while practising and playing various games.	Routinely and somewhat independently uses basic individual offensive and defensive skills, as well as tactics and approaches while practising and playing various games.	At times and with some prompting, uses basic individual offensive and defensive skills, as well as tactics and approaches while practising and playing various games.	Hardly ever uses basic individual offensive and defensive skills, as well as tactics and approaches while practising and playing various games.
	Consistently engages in a variety of fitness activities. (i.e., obstacle course, circuit training, exercise to music)	Routinely engages in a variety of fitness activities. (i.e., obstacle course, circuit training, exercise to music)	At times engages in a variety of fitness activities. (i.e., obstacle course, circuit training, exercise to music)	Hardly ever engages in a variety of fitness activities. (i.e., obstacle course, circuit training, exercise to music)
Dance/Gymnastics Specific Learning Outcomes: D3; D4	Frequently executes complex movement sequences, using elements of body awareness, spatial awareness, quality and relationships. (i.e., balancing, tumbling, swinging)	Generally executes complex movement sequences, using elements of body awareness, spatial awareness, quality and relationships. (i.e., balancing, tumbling, swinging)	Sometimes executes complex movement sequences, using elements of body awareness, spatial awareness, quality and relationships. (i.e., balancing, tumbling, swinging)	Rarely executes complex movement sequences, using elements of body awareness, spatial awareness, quality and relationships. (i.e., balancing, tumbling, swinging)
	Generally executes complex dance steps making some errors. (i.e., square dance)	Sometimes executes complex dance steps making several errors. (i.e., square	Rarely executes complex dance steps. (i.e., square dance)	Frequently executes complex dance steps making few errors. (i.e., square dance)

Physical Education – Grades 4-5

		dance)		
Sending/Receiving (with and without implements) Specific Learning Outcomes: D5; D6	Skilfully executes ways to send (throw) and receive (catch) a variety of objects with accuracy, individually and with others.	Clearly executes ways to send and receive a variety of objects with accuracy, individually and with others.	With some difficulty executes ways to send and receive a variety of objects with accuracy, individually and with others.	Is not able to execute ways to send and receive a variety of objects with accuracy, individually and with others.
	Skilfully executes ways to send (throw) and receive (catch) a variety of objects with accuracy, using an implement. (i.e., ball and bat, racquets, hockey stick, scoops)	Clearly executes ways to send and receive a variety of objects with accuracy, using an implement. (i.e., ball and bat, racquets, hockey stick, scoops)	With some difficulty executes ways to send and receive a variety of objects with accuracy, using an implement. (i.e., ball and bat, racquets, hockey stick, scoops)	Is not able to execute ways to send and receive a variety of objects with accuracy, using an implement. (i.e., ball and bat, racquets, hockey stick, scoops)
Evidence	Observations of movement tasks, circuits, dance sequences and routines, low- organized games and small-sided games; discussions, observations			

Knowing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Active Living/Fitness Specific Learning Outcomes: K1/K2; K3; K5	Thoughtfully describes the importance of participating in daily physical activities and how activity affects the body systems. (i.e., Aerobic Endurance- jogging; Muscular Strength- long jump; Muscular Endurance- hopscotch, badminton; Flexibility- warm up movements and stretching)	Generally describes the importance of participating in daily physical activities and how activity affects the body systems. (i.e., Aerobic Endurance- jogging; Muscular Strength- long jump; Muscular Endurance- hopscotch, badminton; Flexibility- warm up movements and stretching)	With some difficulty describes the importance of participating in daily physical activities and how activity affects the body systems. (i.e., Aerobic Endurance- jogging; Muscular Strength- long jump; Muscular Endurance- hopscotch, badminton; Flexibility- warm up movements and stretching)	Is not able to describe the importance of participating in daily physical activities and how activity affects the body systems. (i.e., Aerobic Endurance- jogging; Muscular Strength- long jump; Muscular Endurance- hopscotch, badminton; Flexibility- warm up movements and stretching)
	Thoughtfully lists nutritional needs related to physical activity.	Generally lists nutritional needs related to physical activity.	Somewhat lists nutritional needs related to physical activity.	Is not able to list nutritional needs related to physical activity.
	Independently sets personal goals.	Generally can independently sets personal goals.	With some difficulty sets personal goals.	Is not able to set personal goals.
Safety Specific Learning Outcomes: K4; V1	Deeply demonstrates a knowledge and understanding of safety rules and procedures for activities.	Reliably demonstrates a knowledge and understanding of safety rules and procedures for activities.	Somewhat demonstrates a knowledge and understanding of safety rules and procedures for activities.	Not able demonstrates a knowledge and understanding of safety rules and procedures for activities.
Evidence	Discussions, observations, journals			

Physical Education – Grades 4-5

Valuing

Topic	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Positive Behaviours and Relationships Specific Learning Outcomes: V2; V4	Frequently accepts responsibility for various roles while participating in different activities.	Generally accepts responsibility for various roles while participating in different activities.	Sometimes accepts responsibility for various roles while participating in different activities.	Rarely accepts responsibility for various roles while participating in different activities.
	Frequently demonstrates etiquette and fair play and enthusiastically works with others regardless of varying abilities, interests and backgrounds.	Generally demonstrates etiquette and fair play and willingly works with others regardless of varying abilities, interests and backgrounds.	Sometimes demonstrates etiquette and fair play and at times works with others regardless of varying abilities, interests and backgrounds.	Rarely demonstrates etiquette and fair play and hardly ever works with others regardless of varying abilities, interests and backgrounds.
Lifelong Health and Well-Being Specific Learning Outcomes: V3; V5	Consistently and independently fully engages in a variety of individual and group activities that support a physically active life style.	Routinely and somewhat and independently fully engages in a variety of individual and group activities that support a physically active life style.	At times and with prompting engages somewhat in a variety of individual and group activities that support a physically active life style.	Hardly ever engages in a variety of individual and group activities that support a physically active life style.
Evidence	Discussions, observations, journals			

Science – Grade 4

Science, Technology, Society, Environment (STSE)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Generally describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Sometimes (or with support) describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Has difficulty (even with support) describing that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)
Independently and consistently describes that science and technology develop over time	Generally describes that science and technology develop over time	Sometimes (or with support) describes that science and technology develop over time	Has difficulty (even with support) describing that science and technology develop over time
Independently and consistently describes ways that science and technology work together	Generally describes ways that science and technology work together	Sometimes (or with support) describes ways that science and technology work together	Has difficulty (even with support) describing ways that science and technology work together
Independently and consistently evaluates reliability of sources	Generally evaluates reliability of sources	Sometimes (or with support) evaluates reliability of sources	Has difficulty (even with support) evaluating reliability of sources
Independently and consistently describes applications of science and technology that have developed in response to human and environmental needs	Generally describes applications of science and technology that have developed in response to human and environmental needs	Sometimes (or with support) describes applications of science and technology that have developed in response to human and environmental needs	Has difficulty (even with support) describing applications of science and technology that have developed in response to human and environmental needs
Independently and consistently describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Generally describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Sometimes (or with support) describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Has difficulty (even with support) describing positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment

Evidence: (following “Knowledge” section)

Science – Grade 4

Skills: Plan, Perform

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently states clearly testable questions identifying all necessary observable or measurable characteristics	Generally rephrases clearly questions in a testable form identifying necessary observable or measurable characteristics)	Sometimes (or with support) states a question answerable by doing an experiment identifying some observable or measurable characteristics	Has difficulty (even with support) stating a question answerable by doing an experiment seldom identifying observable or measurable characteristics
Independently and consistently selects all relevant variables to test, control, and measure	Generally selects relevant variables to ensure a fair test (controlling variables)	Sometimes (or with support) selects some variables to ensure a fair test (controlling variables)	Has difficulty (even with support) selecting variables to ensure a fair test (controlling variables)
Independently and consistently makes prediction supported by scientific learning and research	Generally makes plausible prediction supported by scientific learning	Sometimes (or with support) makes prediction supported by scientific learning	Has difficulty (even with support) making a prediction
Independently and consistently designs experiments to collect intended evidence; steps are complete, concise and can be understood by others	Generally designs experiments to collect intended evidence; steps are complete and can be understood by others	Sometimes (or with support) designs experiments to collect intended evidence; some steps may be incomplete or missing	Has difficulty (even with support) designing a complete experiment
Independently and consistently chooses appropriate materials and equipment	Generally chooses appropriate materials and equipment	Sometimes (or with support) chooses appropriate materials and equipment	Has difficulty (even with support) choosing appropriate materials and equipment
Independently and consistently conducts experiments that control all needed variables	Generally conducts experiments that control most variables	Sometimes (or with support) conducts experiments that controls some variables	Has difficulty (even with support) conducting an experiment that controls some variables
Independently and consistently uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment competently	Sometimes (or with support) uses materials, techniques and equipment competently	Has difficulty (even with support) using materials, techniques and equipment
Independently and consistently observes relevant evidence	Generally observes relevant evidence	Sometimes (or with support) observes evidence	Has difficulty (even with support) observing evidence
Independently and consistently records evidence appropriately (symbols, units, labels, readability)	Generally records evidence appropriately (symbols, units, labels, readability)	Sometimes (or with support) records evidence appropriately (symbols, units, labels, readability)	Has difficulty (even with support) recording evidence (symbols, units, labels, readability)
Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
Evidence: (following “Knowledge” section)			

Science – Grade 4

Skills: Analyze, Explain

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently organizes and displays evidence efficiently and effectively (charts, graphs, tables)	Generally organizes and displays evidence appropriately and effectively (charts, graphs, tables)	Sometimes (or with support) organizes and displays evidence appropriately (charts, graphs, tables)	Has difficulty (even with support) organizing and displaying evidence appropriately (charts, graphs, tables)
Independently and consistently classifies accurately	Generally classifies accurately	Sometimes (or with support) classifies to some extent	Has difficulty (even with support) classifying
Independently and consistently recognizes and explains patterns and relationships in data	Generally recognizes patterns and relationships in data	Sometimes (or with support) recognizes some patterns in data	Has difficulty (even with support) recognizing patterns
Independently and consistently makes conclusions supported by data	Generally makes conclusions supported by data	Sometimes (or with support) makes conclusions	Has difficulty (even with support) making a conclusion
Independently and consistently relates conclusion to prediction based on research	Generally relates conclusion to prediction	Sometimes (or with support) relates conclusion to prediction	Has difficulty (even with support) relating conclusion to prediction
Independently and consistently identifies 2 or more new testable questions that arise from what was learned	Generally identifies 1-2 new questions that arise from what was learned	Sometimes (or with support) identifies another question that arises from what was learned	Has difficulty (even with support) identifying another question that arises from what was learned
Independently and consistently evaluates and suggests practical improvements to constructed objects or experimental design	Generally evaluates and suggest improvements to constructed objects or experimental design	Sometimes (or with support) evaluates and suggest improvements to constructed objects or experimental design	Has difficulty (even with support) suggesting an improvement to constructed objects or experimental design
Independently and consistently communicates questions, procedures, and results efficiently and effectively	Generally communicates questions, procedures, and results effectively	Sometimes (or with support) communicates questions, procedures, and results	Has difficulty (even with support) communicating questions, procedures, results
Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
Independently and consistently expresses ideas clearly	Generally expresses ideas clearly	Sometimes (or with support) expresses ideas	Has difficulty (even with support) expressing ideas
Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborates with others	Has difficulty (even with support) collaborating with others
Independently and consistently seeks and respects the views of other	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others
Applies findings to other situations			

Evidence: (following “Knowledge” section)

Science – Grade 4

Knowledge:

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently demonstrates deep and extensive understanding of concepts	Generally demonstrates understanding of most concepts (4 out of 5 opportunities)	Sometimes (or with support) demonstrates understanding of some concepts (3 out of 5 opportunities)	Has difficulty (even with support) understanding concepts
Independently, consistently and completely describes content and uses specific science vocabulary appropriately	Generally descriptions of content are mostly complete, using specific science vocabulary appropriately	Sometimes (or with support) describes content (sometimes incomplete); science vocabulary used at times	Has difficulty (even with support) describing content; science vocabulary used at times
Independently and consistently communicates knowledge efficiently and effectively (written, oral, and/or visual)	Generally communicates knowledge effectively (written, oral, and/or visual)	Sometimes (or with support) communicates knowledge with some difficulty (written, oral, and/or visual)	Has difficulty (even with support) communicating knowledge (written, oral, and/or visual)
Applies content to new situations			
Evidence: (following “Knowledge” section)			

Evidence of Learning: Suggested Sources

Observations:

- Observe students during “warm up” activities
- Observe students during experiments
- Observe students during group work
- Observe student presentations and demonstrations
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Science journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Work samples
- Exit slips or other responses to questions
- Science journal entry
- Photos of student’s work
- Group problem solving records
- Portfolios

Social Studies – Grade 4

Important: Social studies outcomes are usually specific in terms of concepts to be learned at each Grade level, but generalized in terms of required skills. Since Inquiry has been identified as a critical process underlying all NB social studies curricula, the report card rubrics are designed to include both *Knowledge* and *Inquiry/Skills* as strands.

Teachers: Answers to Frequently Asked Questions (FAQ) such as: “Why are skills included?” are available at this link [FAQSS42015](#)

Knowledge	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>For an explanation of key concepts and related ideas please see the Grade 4 Social Studies Curriculum “Exploration” (e.g., “The Nature of Exploration” encompasses important concepts including: related challenges [outcome 4.2.1], factors that motivate exploration [outcome 4.2.2], and impact of exploration over time [outcome 4.2.3]).</i></p>	<p>Frequently able to: -Demonstrate insightful understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>Generally able to: -Demonstrate general understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>At times, with support, able to: -Demonstrate emergent understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>	<p>Rarely able, with support, (or not able) to: -Demonstrate emergent understanding of key concepts: Exploration; The Nature of Exploration; Exploring our World; Exploring Landscapes of Canada.</p>
<p><i>Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.</i></p>				

Inquiry/Skills Research/asking questions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample purposes for gathering research: understanding, clarification, comparison, causal explanation.</i></p>	<p>Frequently able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>Generally able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>At times, with support, able to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>	<p>Rarely able, with support, (or not able) to: - Formulate and revise questions for different information gathering purposes including questions to guide very basic library and internet research.</p>
<p><i>Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, etc.</i></p>				

Inquiry/Skills Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Example of sets of fictional and non-fictional (factual) options: old newspaper, encyclopedia and a children’s story.</i></p> <p><i>Sample visual and print reading strategies: make and confirm predictions based on evidence from the text, summarize ideas during reading.</i></p> <p><i>Sample text features include (table of contents, subheadings, index, glossary, pictures, captions, sidebars, charts/diagrams, maps, simple keys and legends, boldface type, highlights.</i></p> <p><i>Sample “obvious and less obvious details”: how can change be negative, positive, or both?</i></p>	<p>Frequently able to: - Choose from sets of related fictional and non-fictional (factual) options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>Generally able to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>At times, with support, able to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>	<p>Rarely able, with support, (or not able) to: - Choose from sets of related fictional and non-fictional options the most relevant and dependable source of information for various questions. - Use visual and print reading strategies, and an understanding of text features, to identify a number of obvious and less obvious details. Locate the main idea when directly stated in visual, oral and written sources.</p>

Social Studies – Grade 4

<i>Sample visual, oral and written sources: simple photographs, labeled diagrams, simple charts, maps, charts, tables, pictographs, and bar graphs.</i>			
<i>Evidence: class, group, and/or individual charts, student self-assessment checklists (based upon assignment rubrics), journals, graphic organizers, projects, class discussions, etc.</i>			

Inquiry/Skills (continued)	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p>Drawing conclusions</p> <p><i>Sample comparative relationship: uncover how challenges faced by explorers today are similar and different than those of past explorers.</i></p> <p><i>Sample causal relationship: what are the causes of differences in two oral accounts of the same event?</i></p> <p><i>Sample oral, print and visual sources: oral accounts, basic data, historical photographs.</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. - Choose a best option, offering plausible reasons for the choice. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -Choose a best option, offering plausible reasons for the choice. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -Choose a best option, offering plausible reasons for the choice. 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Paraphrase a few pieces of information, offer interpretations, and identify comparative, causal and chronological relationships from material found in oral, print and visual sources. - Identify several possible options when presented with an issue or decision opportunity. - Identify the pros and cons of each option using provided or self-generated criteria. -Choose a best option, offering plausible reasons for the choice.
<i>Evidence: class, group, and/or individual decision-making, role-playing, debates, work samples, simulations, class discussions, charts (i.e., comparison, pros and cons) etc.</i>				

Reminder: The primary goal of social studies education is to prepare students to be active citizens who have the knowledge, skills, and disposition to participate in democratic society. For more information please see the NBED Portal Citizenship Education site: <https://portal.nbed.nb.ca/tr/lr/citzeduc/Pages/default.aspx>