

Assessment Periods: T1 – November/T2 – February/T3 – June

### Reading Rubric – GRADE 4

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<b>Comprehension</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Consistently demonstrates with accuracy and ease all proficient skills above grade level</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Instructional Level Q-S</li> <li>Flexible in reading many different types of text</li> <li>Sustains attention to read text over several days</li> <li>Answers higher level questions with increasing depth</li> <li>Comparison with other text to assist in interpretation</li> <li>Analyzes &amp; extends text in writing</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Student is reading at or below grade level and demonstrates limited use of proficient skills</li> <li>Requires teacher intervention</li> <li>Not able to make connections with text independently</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Student is reading below grade level and rarely demonstrates proficient skills</li> <li>Student requires intensive teacher help</li> </ul>
<b>Vocabulary</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Consistently demonstrates with accuracy and ease all proficient skills while reading text independently in all subject areas</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Interprets what meaning is appropriate for the text</li> <li>Acquires new vocabulary through reading</li> <li>Uses technical vocabulary associated with specific content areas</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Inconsistently attends to meaning</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Rarely identifies proficient skills in identifying word meaning and require intensive teacher help</li> </ul>
<b>Decoding and Phonics</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates all proficient skills with accuracy and ease while reading advanced text independently</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Uses letter sounds flexibly and fluently</li> <li>Decodes most of the prefixes/suffixes and uses to determine meaning of new words</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>
<b>Fluency and Expression</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates all proficient skills with accuracy and ease while reading advanced text independently</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Reads rapidly with attention to meaning when reading silently</li> <li>When reading orally, figures out new words while reading smoothly and expressively</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>

### Oral Language Rubric – GRADE 4

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<b>Listening</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates all proficient skills in all learning environments</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Follows multi-step (4+ step) directions</li> <li>Understands and recalls</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Frequently distracted (plays with items in desk, watching others, making</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Constantly distracted</li> <li>Requires intensive teacher assistance</li> </ul>

Assessment Periods: T1 – November/T2 – February/T3 – June

	<ul style="list-style-type: none"> <li>• Only needs directions once</li> <li>• Asks for appropriate clarification</li> </ul>	<p>essential information</p> <ul style="list-style-type: none"> <li>• Draws sensible conclusions</li> <li>• Uses active listening skills: maintains eye contact, waits to give appropriate verbal &amp; nonverbal cues</li> <li>• Contributes by connecting to what others say/shares thoughts opinions &amp; ideas</li> <li>• Demonstrates understanding by staying on topic &amp; questioning</li> </ul>	<p>noises)</p> <ul style="list-style-type: none"> <li>• Misses part of the message</li> <li>• Needs teacher interventions to refocus</li> </ul>	
<b>Speaking</b>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Uses expression to enhance the message (Gestures if used are natural &amp; support the message)</li> <li>• Presents in an interesting/unique manner</li> </ul>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Enunciates clearly</li> <li>• Speaks audibly</li> <li>• Maintains eye contact</li> <li>• Stays on topic/few pauses</li> <li>• Provides an intro &amp; closing</li> <li>• Clearly expresses ideas &amp; opinions with elaboration</li> <li>• Reads aloud clearly</li> </ul>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Inconsistently demonstrates proficient skills and/or requires some teacher help</li> <li>• Does not use appropriate volume or diction</li> <li>• Needs to be reminded to speak to be heard</li> <li>• Struggles to put thoughts into words; no elaboration</li> </ul>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Rarely demonstrates proficient skills and requires intensive teacher help</li> <li>• Unable to put thoughts into words</li> </ul>

## Writing Rubric – GRADE 4

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<b>Organization</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Lead gets reader's attention</li> <li>Details are in the right order</li> <li>Writing makes sense-follows a pattern</li> <li>All details connected to the main point</li> <li>Strong conclusion</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Lead exists but could be livelier</li> <li>Most details are in the right order</li> <li>Writing follows a pattern most of the time</li> <li>Most details are connected to the main point</li> <li>Conclusion – summarizes but is not exciting</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>The reader can follow the direction of the paper some of the time</li> <li>Lead may exist, but does not grab reader's attention</li> <li>Sequence may be confusing</li> <li>Connection between ideas is awkward</li> <li>Conclusion may exist, but does not summarize ideas</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Paper does not have a lead</li> <li>There is no recognizable order of ideas</li> <li>There is no pattern</li> <li>It is hard to connect details because main point is not obvious</li> <li>Writing stops without conclusion</li> </ul>
<b>Conventions</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Writer has used conventions correctly, which clarifies meaning of paper</li> <li>Spelling, capitalization, punctuation, and grammar are mostly correct</li> <li>Writer has proofread paper (silently &amp; aloud) and corrected nearly every mistake</li> <li>Paper is ready to be published</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Writer's use of correct conventions enhances meaning. Errors do not distort meaning.</li> <li>Spelling, capitalization, punctuation, and grammar are at an acceptable level. Errors can be easily corrected.</li> <li>Writer has proofread paper, but a second reading would help identify additional errors and prepare it for publication</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Frequent errors in punctuation, capitalization, and grammar often distract the reader and make paper difficult to read</li> <li>Errors distract reader</li> <li>Spelling errors, even on common words</li> <li>Paper needs to be edited with help of teacher before publication</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Many errors need correcting before text is ready to publish</li> <li>Errors slow reading and may get in way of the message</li> <li>Text contains many errors in spelling, capitalization, punctuation, and grammar</li> <li>Paper needs significant editing with help of teacher before publication</li> </ul>
<b>Word Choice</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Every word helps make writing clear and interesting</li> <li>Strong verbs</li> <li>Words paint vivid picture</li> <li>Sensory words effectively</li> <li>Writing is free of clutter</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Most words &amp; phrases are clear. Good writing is mixed with vague or misused language</li> <li>Some strong verbs used</li> <li>Writing may be too wordy in spots</li> <li>Misses opportunities to use sensory words</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Some words &amp; phrases are clear but writing is mixed with vague language</li> <li>Few strong verbs used</li> <li>Limited language make writing unclear</li> <li>Few sensory words used</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Word choices are ineffective; they do not help convey message</li> <li>Language is flat</li> <li>Writer does not use strong verbs or sensory words</li> <li>Hard to picture what writer is talking about</li> </ul>
<b>Voice</b>	T1, T2, T3 <ul style="list-style-type: none"> <li>Writing is highly individual</li> <li>Engaged by topic, personal energy comes through</li> <li>Writing for particular audience</li> <li>Appropriate voice for topic &amp; audience</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Can "hear" writer in piece</li> <li>Comfortable with topic, but less than enthusiastic</li> <li>Could be writing for particular audience or just to get it done</li> <li>Voice is acceptable for topic &amp; audience</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Sometimes can "hear" writer in piece</li> <li>Occasionally intrigues reader with topic</li> <li>Writer not concerned about audience</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Hard to sense any personal engagement</li> <li>Writer not reaching out to audience</li> <li>Lacks voice/needs different tone for topic</li> </ul>

## Mathematics Rubric – **GRADE 4**

Report Card Line	4 <b>ADVANCED</b>	3 <b>PROFICIENT</b>	2 <b>BASIC</b>	1 <b>MINIMAL</b>
<b>Place Value</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Reads &amp; writes numbers beyond hundred thousand</li> <li>• Applies knowledge to problem solving situations</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Reads, writes &amp; represents whole numbers to 100 thousand                             <ul style="list-style-type: none"> <li>➢ Physical material</li> <li>➢ Number lines</li> <li>➢ Verbal</li> <li>➢ Number forms (standard, expanded word, short word)</li> </ul> </li> <li>• Represents &amp; explains whole numbers through 100 thousand, and decimals (monetary units) using place-value concepts and expanded notation</li> <li>• Recognizes &amp; uses the concept of great than, less than and equal to as well as their symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>)</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<b>Estimation Strategies</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Automatically uses estimation to check for reasonable answers</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Able to estimate to the required place</li> <li>• Chooses the most appropriate estimation strategy</li> <li>• Knows rounding rule</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> <li>• Has difficulty conceptualizing rounding rule</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>

## Mathematics Rubric – GRADE 4

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<b>Addition with Multiple Digits</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>Demonstrates the ability to use addition skills in complex, multi-step problems</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls the basic facts of addition</li> <li>Uses mental math</li> <li>Selects &amp; applies algorithms for addition Recognizes &amp; uses the commutative &amp; associative properties for addition</li> <li>Adds money</li> <li>Solves problems in vertical &amp; horizontal format</li> <li>Adds numbers up to 6 digits with &amp; without regrouping</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<b>Subtraction with Multiple Digits</b>	T1, T2, T3 Independently demonstrates proficient skills and: Demonstrates the ability to use subtraction skills in complex, multi-step problems	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls the basic facts of subtraction</li> <li>Uses mental math</li> <li>Selects &amp; applies algorithms for subtraction</li> <li>Subtracts money</li> <li>Solves problems in vertical &amp; horizontal format</li> <li>Subtracts numbers up to 6 digits with and without regrouping</li> </ul>	T1, T2, T3 Demonstrates some proficient skills and/or requires some teacher help	T1, T2, T3 Demonstrates few proficient skills and requires intensive teacher help
<b>Multiplication Facts</b>	T1, T2, T3 Consistently recalls multiplication facts instantly & accurately (0-12)	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls the basic facts of multiplication orally and in written work (0-12)</li> <li>Uses mental math</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls some basic facts orally and in written work</li> <li>Uses some math aids</li> <li>Does not recall basic facts quickly</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Does not know basic facts</li> <li>Consistently needs aid to complete work</li> </ul>
<b>Division Facts</b>	T1, T2, T3 Consistently recalls division facts (0-12) instantly & accurately	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls basic facts of division (0-12) in written work</li> <li>Uses mental math</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls some basic facts orally and in written work</li> <li>Uses some math aids</li> <li>Does not recall basic facts quickly</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Does not know basic facts</li> <li>Consistently needs aid to complete work</li> </ul>
<b>Multiply Numbers with Multiple Digits</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>Multiplies 2 digit by 2 digit &amp; 3 digit by 3 digit problems-</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Uses mental math</li> <li>Selects and applies algorithms for multiplication (using 1 &amp; 2 digit multipliers)</li> <li>Recognizes &amp; uses properties of multiplication</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates few proficient skills and requires intensive teacher help</li> </ul>

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<b>Divide Numbers with Multiple Digits</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>Divides problems with a 2 digit divisor – or beyond</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Recalls the basic facts of division and applies them to multiple digit problems (2 x 1 digit)</li> <li>Uses mental math</li> <li>Selects and applies algorithms for division</li> <li>Uses inverse relationship of multiplication and division to check work</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<b>Basic Concepts of Algebra</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>Accurately finds the value of the variable in complex equations and inequalities (&lt;,&gt;)</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Uses letters, boxes or other symbols to stand for an unknown</li> <li>Recognizes how a change in one quantity can produce a change in another (balances equations)</li> <li>Uses simple equations and inequalities (&gt;,&lt;) to:                             <ul style="list-style-type: none"> <li>Represent problem situations</li> <li>Solve problems using different methods</li> <li>Record and describe solution strategies</li> </ul> </li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates some understanding of variable but unable to apply</li> <li>Requires some teacher support</li> <li>Has difficulty using simple equations and understanding inequalities (&gt;,&lt;)</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Does not understand variables</li> <li>Requires intensive teacher help</li> <li>Does not understand simple equations and inequalities (&gt;,&lt;)</li> </ul>
<b>Time</b>	T1, T2, T3 Independently demonstrate proficient skills and <ul style="list-style-type: none"> <li>Determines elapsed time in problem solving situations</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Reads and interprets a clock</li> <li>Knows and uses correct vocabulary dealing with time (appropriate units of measurement)</li> <li>Accurately determines elapsed time using a calendar &amp; clock</li> <li>Tells time to the minute</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 Demonstrates few proficient skills and requires intensive teacher help
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Assessment Periods: T1 – November/T2 – February/T3 – June

Report Card Line	ADVANCED	PROFICIENT	BASIC	MINIMAL
<p><b>Money</b></p>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Makes change beyond \$100 with specific bill and coin restrictions</li> </ul>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Orders monetary units (decimals)</li> <li>• Counts out dollars and cents to a given value (show me \$1.54)</li> <li>• Demonstrates several coin combinations for a given value</li> <li>• Makes change beyond \$10</li> </ul>	<p>T1, T2, T3</p> <p>Demonstrates some proficient skills and/or requires some teacher help</p>	<p>T1, T2, T3</p> <p>Demonstrates few proficient skills and requires intensive teacher help</p>
<p><b>Measurement</b></p>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Finds volume</li> <li>• Uses estimation to determine appropriate tool or unit of measurement</li> <li>• Uses units including: miles, kilometers, liters, milliliters</li> <li>• Computes differences in temperature</li> </ul>	<p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>• Recognizes and describes the attributes of length, weight (mass), volume, temperature and chooses the correct unit to measure them</li> <li>• Reads and uses measuring instruments (ruler, etc.)</li> <li>• Finds perimeter</li> <li>• Finds area</li> <li>• Uses nonstandard &amp; standard measurement (metric &amp; US customary)</li> <li>• Uses and converts units including:               <ul style="list-style-type: none"> <li>➤ Yards, feet &amp; inches (to nearest half inch)</li> <li>➤ Kilograms &amp; grams(to nearest ounce or gram)</li> <li>➤ Gallons, quarts, pints &amp; cups</li> <li>➤ Pounds &amp; ounces</li> </ul> </li> </ul>	<p>T1, T2, T3</p> <p>Demonstrates some proficient skills and/or requires some teacher help</p>	<p>T1, T2, T3</p> <p>Demonstrates few proficient skills and requires intensive teacher help</p>

**Mathematics Rubric – GRADE 4**

<b>Report Card Line</b>	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
<b>Geometry</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Determines 3-D figure from 2-D representation</li> <li>• Creates a tessellation using flips, turns, or slides</li> <li>• Able to measure angles by degrees</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Describes 2 &amp; 3-D figures by:                             <ul style="list-style-type: none"> <li>➢ naming them</li> <li>➢ comparing, sorting, classifying and combining them</li> <li>➢ drawing/constructing models</li> <li>➢ identifying properties (vertices, edges, faces, right angles)</li> <li>➢ explaining how figures are related to objects in the environment</li> </ul> </li> <li>• Recognizes symmetry, congruence and similarity</li> <li>• Identifies and demonstrates flips, turns, slides</li> <li>• Describes various types of lines (intersecting, parallel, segment, rays)</li> <li>• Identifies acute &amp; obtuse angles</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>

**Mathematics Rubric – GRADE 4**

<b>Report Card Line</b>	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
<b>Fractions/Mixed Numbers/Decimals/Percentage</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Uses and converts mixed numbers &amp; proper fractions</li> <li>• Adds &amp; subtracts fractions with unlike denominators</li> <li>• Relates fractions to decimals</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Identify numerator &amp; denominator</li> <li>• Order simple fractions</li> <li>• Reads and writes fractions to 1/16</li> <li>• Identifies and represents equivalent fractions for halves, fourths, eighths, tenths and sixteenths</li> <li>• Adds and subtracts fractions with like denominators</li> <li>• Uses mixed numbers</li> <li>• Reads, writes and compare decimals</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<b>Problem Solving Strategies</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Solves three or more step problems independently</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Uses reasoning abilities to:                             <ul style="list-style-type: none"> <li>➢ Identify relationships</li> <li>➢ Identify questions</li> <li>➢ Choose &amp; justify strategies</li> <li>➢ Check results</li> </ul> </li> <li>• Explains and demonstrates how a problem was solved (orally, visually or in written form) with supporting evidence</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<b>Math Communication (oral, written, vocabulary)</b>	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>• Communicates logical arguments clearly in oral, written, graphic, or physical form to show why a result makes sense</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Explain mathematical concepts, procedures and ideas using accurate vocabulary</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	T1, T2, T3 <ul style="list-style-type: none"> <li>• Demonstrates few proficient skills and requires intensive teacher help</li> </ul>