

# 4th Grade Report Card Scoring Guides *2023-2024*

K I R K W O O D  
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning standard on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the standard
- 2–Approaching: The student is sometimes able to meet the standard
- 1–Beginning: The student is not yet meeting the expectations of the standard independently

The expected performance for all students is a "3," which signifies that they are meeting the standard. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

# **English Language Arts**

## Reading

**4.R.1.A.a** Develop and demonstrate reading skills in response to text by drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

**4.R.1.A.b** Develop and demonstrate reading skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly.

Q1		Q2		Q3		Q4	
Develop and demonstrate comprehension-reading skills in response to texts							
3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.	3	I can consistently develop and demonstrate comprehension-reading skills in response to texts.
2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.	2	I can sometimes develop and demonstrate comprehension-reading skills in response to texts.
1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.	1	I need help to develop and demonstrate comprehension-reading skills in response to texts.

<b>4.R.2.A.a</b> Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.							
<b>4.R.3.A.a</b> Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.							
<b>4.R.3.B.b</b> Read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose; and support the analysis.							
<b>4.R.3.B.c</b> Read, infer, and draw conclusions to explain how an author uses language to present information to influence what the reader thinks or does.							
<b>4.R.3.C.b</b> Read, infer, and draw conclusions to explain explicit and implicit relationships among ideas in texts.							
Q1		Q2		Q3		Q4	
Read, infer, and draw conclusions when reading fiction texts		Read, infer, and draw conclusions when reading nonfiction texts				Read, infer, and draw conclusions when reading fiction texts	
3	I can consistently read, infer, and draw conclusions when reading fiction texts.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently read, infer, and draw conclusions when reading nonfiction texts.	3	I can consistently read, infer, and draw conclusions when reading fiction texts.
2	I can sometimes read, infer, and draw conclusions when reading fiction texts.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes read, infer, and draw conclusions when reading nonfiction texts.	2	I can sometimes read, infer, and draw conclusions when reading fiction texts.
1	I need help to read, infer, and draw conclusions when reading fiction texts.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to read, infer, and draw conclusions when reading nonfiction texts.	1	I need help to read, infer, and draw conclusions when reading fiction texts.

<b>4.RF.3.A.a</b> Develop phonics in the reading process by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.							
<b>4.RF.3.A.b</b> Develop phonics in the reading process by reading root words, prefixes, and suffixes and important words from specific content curricula.							
Q1		Q2		Q3		Q4	
Use multiple decoding strategies							
3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.	3	I can consistently use multiple decoding strategies.
2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.	2	I can sometimes use multiple decoding strategies.
1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.	1	I need help to use multiple decoding strategies.

<b>4.R.1.B.a</b> Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.							
<b>4.R.1.B.b</b> Develop an understanding of vocabulary by using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.							
Q1		Q2		Q3		Q4	
		Use strategies like word roots and context clues to determine the meanings of unfamiliar words					
		3	I can consistently use strategies like word roots and context clues to determine the meanings of unfamiliar words.				
		2	I can sometimes use strategies like word roots and context clues to determine the meanings of unfamiliar words.				
		1	I need help to use strategies like word roots and context clues to determine the meanings of unfamiliar words.				

## Writing

**4.W.2.C.a** Write fiction or non-fiction narratives and poems.

**4.W.2.A.a** Write opinion texts.

**4.W.2.B.a** Write informative / explanatory texts.

Q1		Q2		Q3		Q4	
Organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems		Organize ideas using leads, transitions, and endings in opinion texts		Organize ideas using leads, transitions, and endings in informative / explanatory texts		Organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems	
3	I can consistently organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	3	I can consistently organize ideas using leads, transitions, and endings in opinion texts.	3	I can consistently organize ideas using leads, transitions, and endings in informative / explanatory texts.	3	I can consistently organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
2	I can sometimes organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	2	I can sometimes organize ideas using leads, transitions, and endings in opinion texts.	2	I can sometimes organize ideas using leads, transitions, and endings in informative / explanatory texts.	2	I can sometimes organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.
1	I need help to organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.	1	I need help to organize ideas using leads, transitions, and endings in opinion texts.	1	I need help to organize ideas using leads, transitions, and endings in informative / explanatory texts.	1	I need help to organize ideas using leads, transitions, and endings in fiction and nonfiction narratives and poems.

<b>4.W.1.B.b</b> Appropriate to genre type, develop a draft from prewriting* by establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.							
Q1		Q2		Q3		Q4	
Elaborate on ideas and make craft choices							
3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.	3	I can consistently elaborate on ideas and make craft choices.
2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.	2	I can sometimes elaborate on ideas and make craft choices.
1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.	1	I need help to elaborate on ideas and make craft choices.

<b>4.W.1.A.d</b> Follow a writing process to plan a first draft by using a pre-writing strategy.							
<b>4.W.1.C.a</b> Reread, revise and edit drafts with assistance to strengthen writing as needed by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice, (related to the topic), sentence structure, transitions, audience and purpose, voice.							
Q1		Q2		Q3		Q4	
Prewrite, reread, revise, and edit drafts with assistance							
3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.	3	I can consistently prewrite, reread, revise, and edit drafts with assistance.
2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.	2	I can sometimes prewrite, reread, revise, and edit drafts with assistance.
1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.	1	I need help to prewrite, reread, revise, and edit drafts with assistance.



<b>4.L.1.B.b</b> In written text punctuate a dialogue between two or more characters.							
<b>4.L.1.B.c</b> In written text insert a comma before a coordinating conjunction in a compound sentence.							
Q1		Q2		Q3		Q4	
Use correct punctuation							
3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.	3	I can consistently use correct punctuation.
2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.	2	I can sometimes use correct punctuation.
1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.	1	I need help to use correct punctuation.

<b>4.L.1.B.e</b> In written text use correct capitalization.							
Q1		Q2		Q3		Q4	
Use correct capitalization							
3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.	3	I can consistently use correct capitalization.
2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.	2	I can sometimes use correct capitalization.
1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.	1	I need help to use correct capitalization.

<b>4.L.1.B.f</b> In written text spell words with suffixes by dropping or leaving the final 'e'.							
<b>4.L.1.B.g</b> In written text spell words ending in the long 'e' sound.							
<b>4.L.1.B.i</b> In written text use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context.							
Q1		Q2		Q3		Q4	
Use correct spelling							
3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.	3	I can consistently use correct spelling.
2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.	2	I can sometimes use correct spelling.
1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.	1	I need help to use correct spelling.

<b>4.L.1.A.h</b> In speech and written form, apply standard English grammar to produce and expand the complete simple and compound four types of sentences.							
Q1		Q2		Q3		Q4	
Use standard grammar							
3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.	3	I can consistently use standard grammar.
2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.	2	I can sometimes use standard grammar.
1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.	1	I need help to use standard grammar.

## Speaking and Listening

**4.SL.1.A.b** Develop and apply effective listening skills and strategies in formal and informal settings by posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.

Q1		Q2		Q3		Q4	
Develop and apply effective listening skills and strategies in formal and informal settings							
3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.	3	I can consistently develop and apply effective listening skills and strategies in formal and informal settings.
2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.	2	I can sometimes develop and apply effective listening skills and strategies in formal and informal settings.
1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.	1	I need help to develop and apply effective listening skills and strategies in formal and informal settings.

# Math

## Multiplies Multi-Digit Whole Numbers

**4.NBT.A.6** Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.

Q1		Q2		Q3		Q4	
Multiplies Multi-Digit Whole Numbers		Multiplies Multi-Digit Whole Numbers				Multiplies Multi-Digit Whole Numbers	
3	I can consistently identify factors and multiples of a number within 100 and determine whether the number is prime or composite.	3	I can consistently use at least 2 strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands.			3	I can consistently use a variety of strategies to solve problems with 1 digit multipliers by 4 digit multiplicands.
2	I can sometimes identify factors and multiples of a number within 100 and determine whether the number is prime or composite.	2	I can sometimes use at least 2 strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands.			2	I can sometimes use a variety of strategies to solve problems with 1 digit multipliers by 4 digit multiplicands.
1	I need help to identify factors and multiples of a number within 100 and determine whether the number is prime or composite.	1	I need help to use at least 2 strategies (including the area model) to solve problems with 1 digit multipliers by 2 digit multiplicands.			1	I need help to use a variety of strategies to solve problems with 1 digit multipliers by 4 digit multiplicands.

## Represents Data and Uses Data Display to Solve Problems

**4.DS.A.2** Represent and analyze data. Solve problems involving addition and subtraction by using information presented in a data display.

Q1		Q2	Q3	Q4
Represents Data				
3	I can consistently create an accurate representation of a given set of data. This included creating line plots of measurement data (with wholes and fractional parts to eighths) and I can solve problems using the data.			
2	I can sometimes create an accurate representation of a given set of data. This included creating line plots of measurement data (with wholes and fractional parts to eighths) and I can solve problems using the data.			
1	I need help to create an accurate representation of a given set of data. This included creating line plots of measurement data (with wholes and fractional parts to eighths) and I can solve problems using the data.			

## Divides Multi-Digit Whole Numbers

**4.NBT.A.7** Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.

Q1	Q2	Q3	Q4		
	Divides Multi-Digit Whole Numbers		Divides Multi-Digit Whole Numbers		
	3	I can consistently use basic division facts to assist in solving multi-digit division problems.		3	I can consistently use a variety of strategies to solve problems with up to 3-digit dividends and 2-digit divisors <i>and</i> 4-digit dividends and 1-digit divisors. I can interpret remainders based on the context of the problem.
	2	I can sometimes use basic division facts to assist in solving multi-digit division problems.		2	I can sometimes use a variety of strategies to solve problems with up to 3-digit dividends and 2-digit divisors <i>and</i> 4-digit dividends and 1-digit divisors. I can interpret remainders based on the context of the problem.
1	I need help to use basic division facts to assist in solving multi-digit division problems.	1		I need help to use a variety of strategies to solve problems with up to 3-digit dividends and 2-digit divisors <i>and</i> 4-digit dividends and 1-digit divisors. I can interpret remainders based on the	

					context of the problem.
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### Applies a Formula to Solve for the Area and Perimeter of Rectangles

**4.GM.C.8** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles to solve problems.

Q1	Q2	Q3	Q4	
	Applies a Formula to Solve for the Area and Perimeter of Rectangles			
	3			I can accurately determine the area and perimeter of regular polygons to solve problems, and I can explain why the formulas work.
	2			I can sometimes accurately determine the area and perimeter of regular polygons to solve problems, and I can explain why the formulas work.
	1			I need help to accurately determine the area and perimeter of regular polygons to solve problems, and I can explain why the formulas work.



## Solves Problems Involving Conversion of Measurements

**4.GM.C.7** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.

Q1	Q2	Q3	Q4
	Solves Problems Involving Conversion of Measurements		Solves Problems Involving Conversion of Measurements
	3 I can consistently use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.		3 I can consistently use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.
	2 I can sometimes use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.		2 I can sometimes use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.
	1 I need help to use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.		1 I need help to use the four operations to solve problems that involve converting distances, intervals of time, liquid volumes, masses of objects, and money to larger or smaller units.

## Uses Addition to Solve Problems Involving Whole Numbers

**4.NBT.A.5** Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Demonstrate fluency with addition and subtraction of whole numbers.

Q1	Q2	Q3	Q4	
	Uses Addition to Solve Problems Involving Whole Numbers			
	3			I can add within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.
	2			I can sometimes add within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.
	1			I need help to add within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.

## Uses Subtraction to Solve Problems Involving Whole Numbers

**4.NBT.A.5** Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million. Demonstrate fluency with addition and subtraction of whole numbers.

Q1	Q2	Q3	Q4
	Uses Subtraction to Solve Problems Involving Whole Numbers		
	3	I can consistently subtract within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.	
	2	I can sometimes subtract within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.	
	1	I need help to subtract within 4 digits in multi-step problems and select a strategy based on the numbers within a problem.	

## Compares Fractions

**4.NF.A.3** Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.) Compare two fractions using the symbols  $>$ ,  $=$  or  $<$ , and justify the solution.

Q1	Q2	Q3	Q4	
		Compares Fractions		
		3		I can consistently efficiently, and accurately compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).
		2		I can sometimes efficiently and accurately compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).
		1	I need help to efficiently and accurately compare fractions by generating equivalent fractions, using benchmark fractions, or using visual models (number lines, pictures, or concrete).	

## Compares Decimals

**4.NF.C.12** Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100.) Compare two decimals to the hundredths place using the symbols  $>$ ,  $=$  or  $<$ , and justify the solution.

Q1	Q2	Q3	Q4	
		Compares Decimals		
		3		I can consistently compare two decimals to the hundredths place using the symbols $<$ , $>$ , $=$ and justify the solution.
		2		I can sometimes compare two decimals to the hundredths place using the symbols $<$ , $>$ , $=$ and justify the solution.
		1		I need help to compare two decimals to the hundredths place using the symbols $<$ , $>$ , $=$ and justify the solution.

## Adds Fractions

**4.NF.B.4** Extend understanding of operations on whole numbers to fraction operations. Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.

**4.NF.B.6** Extend understanding of operations on whole numbers to fraction operations. Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

Q1	Q2	Q3	Q4	
		Adds Fractions		
		3		I can consistently solve problems involving addition of fractions and mixed numbers with like denominators and explain why my answers make sense using models and equations.
		2		I can sometimes solve problems involving addition of fractions and mixed numbers with like denominators and explain why my answers make sense using models and equations.
		1		I need help to solve problems involving addition of fractions and mixed numbers with like denominators and explain

			why my answers make sense using models and equations.	
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<b>Subtracts Fractions</b>
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**4.NF.B.4** Extend understanding of operations on whole numbers to fraction operations. Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.

**4.NF.B.6** Extend understanding of operations on whole numbers to fraction operations. Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

Q1	Q2	Q3	Q4	
		Subtracts Fractions		
		3		I can consistently solve problems involving subtraction of fractions and mixed numbers with like denominators and explain why my answers make sense using models and equations.
		2		I can sometimes solve problems involving subtraction of fractions and mixed numbers with like denominators and explain why my answers make sense using models and equations.
		1	I need help to solve problems involving subtraction of fractions and mixed numbers with like denominators and	

			explain why my answers make sense using models and equations.	
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<b>Multiplies Fractions by Whole Numbers</b>
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**4.NF.B.8** Extend understanding of operations on whole numbers to fraction operations. Solve problems involving multiplication of a fraction by a whole number.

Q1	Q2	Q3	Q4								
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Multiplies Fractions by Whole Numbers</td> </tr> <tr> <td style="width: 15%;">3</td> <td>I can consistently solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can explain why the answer makes sense.</td> </tr> <tr> <td>2</td> <td>I can sometimes solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can sometimes explain why the answer makes sense.</td> </tr> <tr> <td>1</td> <td>I need help to solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and need help</td> </tr> </table>	Multiplies Fractions by Whole Numbers		3	I can consistently solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can explain why the answer makes sense.	2	I can sometimes solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can sometimes explain why the answer makes sense.	1	I need help to solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and need help	
Multiplies Fractions by Whole Numbers											
3	I can consistently solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can explain why the answer makes sense.										
2	I can sometimes solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and can sometimes explain why the answer makes sense.										
1	I need help to solve problems involving multiplication of a fraction by a whole number using visual fraction models and equations and need help										



		to explain why the answer makes sense.	
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# Science

<b>Transfer of Energy And Information (waves)</b>				
<b>4.PS3.B.2</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.				
Q1		Q2	Q3	Q4
Apply scientific ideas to design, test, and refine a device that converts energy from one form to another				
3	I can consistently apply scientific ideas to design, test, and refine a device that converts energy from one form to another.			
2	I can sometimes apply scientific ideas to design, test, and refine a device that converts energy from one form to another.			
1	I need help apply scientific ideas to design, test, and refine a device that converts energy from one form to another.			

<b>Transfer of Energy And Information (waves)</b>				
<b>4.PS3.B.1</b> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.				
Q1		Q2	Q3	Q4
Provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents				
3	I can consistently provide evidence that energy			

	can be transferred from place to place by sound, light, heat, and electric currents.			
2	I can sometimes provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.			
1	I need help provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.			

### Transfer of Energy And Information (waves)

**4.PS4.A.1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Q1		Q2	Q3	Q4
Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move				
3	I can consistently develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.			
2	I can sometimes develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.			
1	I need help developing a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.			

### Transfer of Energy And Information (waves)

**4.ETS1.C.1** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of the model or prototype that can be improved.

Q1		Q2	Q3	Q4
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of the model or prototype that can be improved				
3	I can consistently plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of the model or prototype that can be improved.			
2	I can sometimes plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of the model or prototype that can be improved.			
1	I need help to plan and carry out fair tests in which variables are controlled and failure points are considered			

	to identify aspects of the model or prototype that can be improved.			
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### Our Dynamic Earth

**4.ESS1.C.1** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Q1	Q2	Q3	Q4	
	Processes that Shape the Earth: Use evidence to describe changes in a landscape over time			
	3			I can consistently use evidence to describe changes in a landscape over time.
	2			I can sometimes use evidence to describe changes in a landscape over time.
	1			I need help using evidence to describe changes in a landscape over time.

### Our Dynamic Earth

**4-ESS2-1** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.

Q1	Q2	Q3	Q4
	Provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation		
	3		

	2	I can sometimes provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.		
	1	I need help providing evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.		

### Our Dynamic Earth

**4.ESS2.B.1** Analyze and interpret data from maps to describe patterns of Earth's features.

Q1	Q2	Q3	Q4
	Processes that Shape the Earth: Use maps to describe patterns of Earth's features		
	3	I can consistently use maps to describe patterns of Earth's features.	
	2	I can sometimes use maps to describe patterns of Earth's features.	
	1	I need help using maps to describe patterns of Earth's features.	

### Our Dynamic Earth

**4.ESS3.A.1** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Q1	Q2	Q3	Q4
	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans		
	3	I can consistently generate and compare multiple solutions to reduce the impacts of natural Earth	

		processes on humans.		
	2	I can sometimes generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		
	1	I need help generating and comparing multiple solutions to reduce the impacts of natural Earth processes on humans.		

### Our Dynamic Earth

**4.ETS1.A.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Q1	Q2	Q3	Q4
	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost		
	3	I can consistently define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	2	I can sometimes define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	1	I need help defining a simple design problem reflecting a need or a want that includes specified criteria for success	

		and constraints on materials, time, or cost.		
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<b>What Energy Does (transformation)</b>				
<b>4.PS3.A.1</b> Use evidence to construct an explanation relating the speed of an object to the energy of that object.				
Q1	Q2	Q3		Q4
		Use evidence to construct an explanation relating the speed of an object to the energy of that object		
		3	I can consistently use evidence to construct an explanation relating the speed of an object to the energy of that object.	
		2	I can sometimes use evidence to construct an explanation relating the speed of an object to the energy of that object.	
		1	I need help using evidence to construct an explanation relating the speed of an object to the energy of that object.	



### What Energy Does (transformation)

**4.PS2.A.1** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Q1	Q2	Q3	Q4
		Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion	
		3	
		2	
		1	

			object's motion to provide evidence that a pattern can be used to predict future motion.	
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<b>What Energy Does (transformation)</b>			
<b>4.PS3.C.1</b> Use models to explain that simple machines change the amount of effort force and/or direction of force.			
Q1	Q2	Q3	Q4
		Use models to explain that simple machines change the amount of effort force and/or direction of force	
		3 I can consistently use models to explain that simple machines change the amount of effort force and/or direction of force.	
		2 I can sometimes use models to explain that simple machines change the amount of effort force and/or direction of force.	
		1 I need help using models to explain that simple machines change the amount of effort force and/or direction of force.	

### What Energy Does (transformation)

**4.ETS1.C.1** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Q1	Q2	Q3	Q4
		Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	
		3	
		I can consistently plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
		2	
		I can sometimes plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

		1	I need help planning and carrying out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	
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<b>What Energy Does (transformation)</b>				
<b>4-PS3-3</b> Ask questions and predict outcomes about the changes in energy that occur when objects collide.				
Q1	Q2	Q3		Q4
		Ask questions and predict outcomes about the changes in energy that occur when objects collide		
		3	I can consistently ask questions and predict outcomes about the changes in energy that occur when objects collide.	
		2	I can sometimes ask questions and predict outcomes about the changes in energy that occur when objects collide.	
		1	I need help asking questions and predicting outcomes about the changes in energy that occur when objects collide.	

## Structure, Function, and Survival

**4.LS1.D.1** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to information in different ways.

Q1	Q2	Q3	Q4
			Plants and Animals: Use a model to describe how animals receive information, process the information, and respond to information in different ways
			3 I can consistently use a model to describe how animals receive information, process the information, and respond to information in different ways.
			2 I can sometimes use a model to describe how animals receive information, process the information, and respond to information in different ways.
			1 I need help using a model to describe how animals receive

			information, processing the information, and responding to information in different ways.
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<b>Structure, Function, and Survival</b>			
4.LS1.A.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction.			
Q1	Q2	Q3	Q4
			Plants and Animals: Explain that plants and animals have structures that support survival, growth, behavior, and plant reproduction
			3 I can consistently explain that plants and animals have structures that support survival, growth, behavior, and plant reproduction.
			2 I can sometimes explain that plants and animals have structures that support survival, growth, behavior, and plant reproduction.
			1 I need help explaining that plants and animals have

			structures that support survival, growth, behavior, and plant reproduction.
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# Social Studies

**Geography: Use Current And Historical Maps To Interpret The Past And Predict The Impact Of Future Changes**

**Missouri Priority Standards embedded throughout all units**

**4.TS.7.B.a** Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

**4.TS.7.B.b** Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding.

**4.TS.7.D** With assistance, conduct and present social studies research to an audience using appropriate sources.

**4.TS.7.E.ab** Generate compelling research questions about a social studies topic. Apply a research process to a compelling social studies question.

**4.TS.7.E.c** Identify and use appropriate resources for investigating a compelling social studies' question.

**4.TS.7.F** Research an appropriate social studies question and share results with an audience.



<b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.				
<b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics.				
<b>4.TS.7.C</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.				
<b>Missouri Learning Standards</b>				
<b>4.EG.5.A</b> Construct and interpret historical and current maps.				
<b>4.EG.5.G</b> Use geography to interpret the past and predict the future consequences as appropriate to the topics or eras discussed.				
<b>4.PC.1.D.a</b> Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.				
<b>4.EG.5.B</b> Name and locate specific regions, states, capitals, river systems and mountain ranges in the U.S. based on historical or current topics.				
Q1		Q2	Q3	Q4
Geography: Use current and historical maps to interpret the past and predict the impact of future changes				
3	I can consistently use current and historical maps to interpret the past and predict the impact of future changes.			
2	I can sometimes use current and historical maps to interpret the past and predict the impact of future changes.			
1	I need help to use current and historical maps to interpret the past and predict the impact of future changes.			

**Geography: Compare Physical Environments And Human Characteristics Of Regions And Analyze How They Affect People Who Live There**

<b>4.E.4.A.c</b> Distinguish among natural, capital, and human resources.
<b>4.EG.5.C.a</b> Identify and compare the physical characteristics of specific regions within the nation.
<b>4.EG.5.F</b> Identify different regions in the U.S. and analyze how their characteristics affect people who live there.
<b>4.E.4.D</b> Explain factors, past and present, that influence changes in state and regional economies.
<b>4.EG.5.C.b</b> Identify and compare diverse human geographic characteristics of the nation.
<b>4.EG.5.D</b> Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present.

Q1		Q2	Q3	Q4
Geography: Compare physical environments and human characteristics of regions and analyze how they affect people who live there				
3	I can consistently compare physical environments and human characteristics of regions and analyze how they affect people who live there.			
2	I can sometimes compare physical environments and human characteristics of regions and analyze how they affect people who live there.			
1	I need help to compare physical environments and human characteristics of regions and analyze how they affect people who live there.			

<b>Culture &amp; History: Examine Roles, Cultural Interactions, And Conflicts Among Native Americans, Immigrants, African Americans, And Women Throughout History</b>
<b>4.RI.6.E</b> Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to 1800.
<b>4.H.3.B</b> Examine the cultural interactions and conflict among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.
<b>4.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
<b>4.RI.6.A</b> Compare cultural characteristics across historical time periods in U.S. history prior to c.1800.
<b>4.RI.6.C</b> Research stories and songs that reflect the cultural history of the early United States prior to 1800.
<b>4.RI.6.D</b> Analyze the preservation of cultural life, celebrations, traditions, and commemoration over time.

Q1	Q2	Q3	Q4
	Culture & History: Examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history		
	3 I can consistently examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		
	2 I can sometimes examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		
	1 I need help to examine roles, cultural interactions, and conflicts among Native Americans, immigrants, African Americans, and women throughout history.		

**History: Describe The Causes And Consequences Of The Discovery, Exploration, And Early Settlement Of America By Europeans, Including Their Role In The Migration And Treatment Of Africans And Native Americans**

**4.GS.2.A** Explain how the purposes and roles of government were debated c. early settlements to 1800.

**4.H.3.A.a** Describe the migrations of Native Americans prior to 1800.

**4.H.3.A.b** Describe the discovery, exploration, and early settlement of America by Europeans prior to 1800.

**4.H.3.F** Investigate the causes and consequences of westward expansion prior to 1800.

**4.EG.5.G** Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.

**4.E.4.B** Conduct a public cost-benefit analysis.

4.H.3.C Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.				
Q1	Q2		Q3	Q4
	History: Describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans			
	3	I can consistently describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.		
	2	I can sometimes describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.		
	1	I need help to describe the causes and consequences of the discovery, exploration, and early settlement of America by Europeans, including their role in the migration and treatment of Africans and Native Americans.		

History: Describe Diverse Perspectives And Causes Of The American Revolution			
4.PC.1.A With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed, and the redress of grievances.			
4.H.3.D.a Explain the causes of the American Revolution including the perspectives of patriots, loyalists, Native Americans and European allies.			
4.H.3.D.b Explain the factors that contributed to the colonists' success.			
4.RI.6.E Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to 1800.			
Q1	Q2	Q3	Q4
		History: Describe diverse perspectives and causes of the	

		American Revolution		
		3	I can consistently describe diverse perspectives and causes of the American Revolution.	
		2	I can sometimes describe diverse perspectives and causes of the American Revolution.	
		1	I need help to describe diverse perspectives and causes of the American Revolution.	

## History & Civics: Explain How The Purpose And Roles Of Government Were Debated In Early Settlements And Analyze The Resolutions Of These Disputes

**4.GS.2.A** Explain how the purposes and roles of government were debated c. early settlements to 1800.

**4.E.4.C** Explain how the government uses taxes to provide goods and services.

**4.RI.6.B** Apply constructive processes or methods for resolving conflicts.

Q1	Q2	Q3	Q4
		History & Civics: Explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes	
		3 I can consistently explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	
		2 I can sometimes explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	
		1 I need help to explain how the purpose and roles of government were debated in early settlements and analyze the resolutions of these disputes.	

## History & Civics: Examine Ways Citizens Have Voiced Opinions, Monitored Government, And Brought About Change Throughout History

**4.PC.1.D** Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present.

**4.H.3.B** Examine the cultural interactions and conflict among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.

**4.RI.6.E** Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to 1800.

**4.GS.2.A.a** Explain how the purposes and roles of government were debated c. early settlements to 1800.

**4.GS.3.B.a** Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.

**4.EG.5.E.a** Analyze how changes in communication and transportation technologies affect people's lives.

**4.H.3.C** Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.

**4.PC.1.E** Describe the character traits and civic attitudes of historically significant individuals in American History prior to c. 1800.

Q1	Q2	Q3		Q4	
		History & Civics: Examine ways citizens have voiced opinions, monitored government, and brought about change throughout history		History & Civics: Examine ways citizens have voiced opinions, monitored government, and brought about change throughout history	
		3	I can consistently examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	3	I can consistently examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.
		2	I can sometimes examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	2	I can sometimes examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.
		1	I need help to examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.	1	I need help to examine ways citizens have voiced opinions, monitored government, and brought about change throughout history.

## History: Explain The Important Principles, Major Purposes, And Significant Impacts Of The Us Founding Documents.

- 4.H.3.D.a** Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.
- 4.H.3.E.a** Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.
- 4.PC.1.B.a** Explain the major purposes of the U.S. Constitution.
- 4.H.3.E.b** Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the United States prior to c. 1800.
- 4.PC.1.A.b** With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, check and balances, and popular sovereignty.
- 4.GS.2.D** Identify and explain the functions of the three branches of the government in the federal government.
- 4.PC.1.C.ab** Explain the major purposes of the Bill of Rights and Identify important principles in the Bill of Rights.
- 4.PC.1.F** Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 4.GS.2.C** Explain how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and/or current events.

Q1	Q2	Q3	Q4	
			History: Explain the important principles, major purposes, and significant impacts of the US Founding documents	
			3	I can consistently explain the important principles, major purposes, and significant impacts of the US Founding documents.
			2	I can sometimes explain the important principles, major purposes, and significant impacts of the US Founding documents.
			1	I need help to explain the important principles, major purposes, and significant impacts of the US Founding documents.



# **Social Emotional Learning**

## Self-Awareness: Recognize And Understand Emotions, Thoughts And Values In One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Identify areas of needed growth
- Express a positive attitude toward self when challenges arise
- Use evidence to identify and process my emotions
- Identify emotions that will help me empathize with others
- Identify ways to advocate for my personal needs

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently identify areas of needed growth, and express a positive attitude toward self when challenges arise.	3	I can consistently use evidence to identify and process my emotions.	3	I can consistently identify emotions that will help me empathize with others.	3	I can consistently identify ways to advocate for my personal needs.
2	I can sometimes identify areas of needed growth, and express a positive attitude toward self when challenges arise.	2	I can sometimes use evidence to identify and process my emotions.	2	I can sometimes identify emotions that will help me empathize with others.	2	I can sometimes identify ways to advocate for my personal needs.
1	I need help to identify areas of needed growth, and express a positive attitude toward self when challenges arise.	1	I need help to use evidence to identify and process my emotions.	1	I need help to identify emotions that will help me empathize with others.	1	I need help to identify ways to advocate for my personal needs.

## Self-Management: Manage One's Emotions, Thoughts And Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Plan and implement strategies to achieve my goals
- Rethink a situation to help manage my emotions
- Develop a plan for solving problems

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently plan and implement strategies to achieve my goals.	3	I can consistently rethink a situation to help manage my emotions.			3	I can consistently develop a plan for solving problems.
2	I can sometimes plan and implement strategies to achieve my goals.	2	I can sometimes rethink a situation to help manage my emotions.			2	I can sometimes develop a plan for solving problems.
1	I need help to plan and implement strategies to achieve my goals.	1	I need help to rethink a situation to help manage my emotions.			1	I need help to develop a plan for solving problems.

## Social Awareness: Understand And Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Consider others' perspectives and empathize with their experiences
- Explore the outcomes to see which solutions could meet the wants and needs of all involved

Q1	Q2	Q3		Q4	
		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
		3	I can consistently consider others' perspectives and empathize with their experiences.	3	I can consistently explore the outcomes to see which solutions could meet the wants and needs of all involved.
		2	I can sometimes consider others' perspectives and empathize with their experiences.	2	I can sometimes explore the outcomes to see which solutions could meet the wants and needs of all involved.
		1	I need help to consider others' perspectives and empathize with their experiences.	1	I need help to explore the outcomes to see which solutions could meet the wants and needs of all involved.

## Relationship Skills: Initiate And Maintain Healthy And Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Maintain positive relationships when working towards a group goal
- Demonstrate active listening to better understand the thoughts and feelings of others
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1		Q2		Q3		Q4	
Initiate and maintain healthy and supportive relationships				Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
3	I can consistently maintain positive relationships when working towards a group goal.			3	I can consistently demonstrate active listening to better understand the thoughts and feelings of others.	3	I can consistently resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
2	I can sometimes maintain positive relationships when working towards a group goal.			2	I can sometimes demonstrate active listening to better understand the thoughts and feelings of others.	2	I can sometimes resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
1	I need help to maintain positive relationships when working towards a group goal.			1	I need help to demonstrate active listening to better understand the thoughts and feelings of others.	1	I need help to resolve conflicts constructively, and practice teamwork and collaborative problem-solving.

## Responsible Decision-Making: Making Caring And Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Evaluate and adjust my plan to achieve my goal
- Consider different perspectives to resolve problems and support decision making
- Use strategies to empathize with others, even when it's difficult
- Identify solutions for personal and social problems
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently evaluate and adjust my plan to achieve my goal.	3	I can consistently consider different perspectives to resolve problems and support decision making.	3	I can consistently use strategies to empathize with others, even when it's difficult.	3	I can consistently identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
2	I can sometimes evaluate and adjust my plan to achieve my goal.	2	I can sometimes consider different perspectives to resolve problems and support decision making.	2	I can sometimes use strategies to empathize with others, even when it's difficult.	2	I can sometimes identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
1	I need help to evaluate and adjust my plan to achieve my goal.	1	I need help to consider different perspectives to resolve problems and support decision making.	1	I need help to use strategies to empathize with others, even when it's difficult.	1	I need help to identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.