

Grade 4 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

Content Strand/Reporting Category Statements	
Reporting Category	Text
Reading for Information	Students find the main idea of a text and tell how it is supported. They tell what happened in a text and why it happened. They describe how a text is organized. They use information from many sources to answer questions.
Reading for Literature	Students find the theme from the details in a text. They tell about characters and events using details from the text. They compare and contrast the points of view, structures, and themes in multiple texts.
Writing and Language	Students write to give information or state opinions. They use correct capitalization, punctuation, and spelling. They use sentences or word parts to figure out the meaning of new words. They know the correct choice between similar words (like “to,” “too,” and “two”).

What These Results Mean	
Reporting Category	Text
Reading for Information – Below Mastery	Your student may have trouble finding the main idea and supporting details in a text; telling what happened in a text; finding cause/effect or problem/solution connections; telling about information shown in pictures; and finding details an author uses to support a point.
Reading for Information – At/Near Mastery	Your student is often able to find the main idea and supporting details in a text; use details from two texts to tell about a topic; use clues to find the meaning of new words; use details given in pictures to tell about the text; and make conclusions using details from a text.

Reading for Information – Above Mastery	Your student almost always finds the main idea and supporting details in a text; makes correct conclusions using many texts; summarizes a text correctly; tells why events happen in a text; uses clues to find the meaning of new words; and finds details an author uses to support a point.
Reading for Literature – Below Mastery	Your student may have trouble finding the theme and supporting details in a story; telling about characters or events in a story; using clues to find the meaning of new words; understanding the structure of poems and stories; and telling how a picture supports the story.

Reading for Literature – At/Near Mastery	Your student is often able to find the theme and supporting details in a story; find similarities and differences in themes of similar stories from different cultures; tell how a picture supports a story; and use details to tell about characters or events in a story.
Reading for Literature – Above Mastery	Your student almost always finds the similarities and differences between the points of view of different stories; finds the meaning of new words and phrases using clues in a story; and finds important details and examples to make conclusions about what happened in a text.
Writing and Language – Below Mastery	Your student may have trouble organizing writing for a specific purpose (like to give information or give an opinion); understanding simple grammar rules (like when to use “this” or “these”); and writing sentences using correct capitalization, spelling, and punctuation.
Writing and Language – At/Near Mastery	Your student is often able to organize writing for a specific purpose (like to give information or give an opinion); find the meaning of new words or phrases using a dictionary, word parts, or clues from the text; and use correct past and present forms of verbs (like “went” and “go”).
Writing and Language – Above Mastery	Your student almost always organizes writing for a specific purpose (like to give information); uses commas and quotation marks to show when characters are speaking; and correctly uses capitalization, punctuation, and spelling rules.

AzMERIT ELA 3–5 Writing Essay Performance Text (Opinion)

Dimension 1: Grades 3–5				
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	NS	Your student earned no score out of 4 possible points. Your student’s essay was incomplete or written in a foreign language. The response was confusing, off-topic, or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	1	Your student earned 1 out of 4 possible points. Your student’s essay may be related to the topic but has little focus. It may be very short or often drift from the topic. The opinion may be confusing or unclear. The response has little structure. It may use very few or no transitions. It may also include extra ideas that do not support the opinion.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	2	Your student earned 2 out of 4 possible points. Your student’s essay is somewhat on topic but may drift or include unrelated ideas. The opinion is stated but may become unclear throughout the essay. It has a weak structure with an unclear beginning and end. The use of transitions is inconsistent. Ideas are unclear as the opinion develops from beginning to end.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	3	Your student earned 3 out of 4 possible points. Your student’s essay mainly stays on topic. The opinion is clearly stated and mostly focused. Context supporting the opinion fits the purpose. The response is organized and has few mistakes. There is some variety of transitions used. There is a clear progression of ideas within the essay. There is a clear beginning and end.

ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	4	Your student earned 4 out of 4 possible points. Your student’s essay is fully supported and on topic. The opinion is clearly stated and strongly maintained. The response is well organized with a clear structure. There is a variety of transitions used to explain relationships between ideas. It has a logical progression of ideas and an effective beginning and end.
Dimension 2: Grades 3–5				
ELA	Evidence/Elaboration	3–5 (Opinion)	NS	Your student earned no score out of 4 possible points. Your student’s essay was difficult to read or written in a foreign language. The response was incomplete, off-topic, or unrelated to the purpose.
ELA	Evidence/Elaboration	3–5 (Opinion)	1	Your student earned 1 out of 4 possible points. Your student’s essay includes details, facts, and sources that minimally support its opinion. This evidence is not integrated into the response. The words used are not appropriate for audience and purpose.
ELA	Evidence/Elaboration	3–5 (Opinion)	2	Your student earned 2 out of 4 possible points. Your student’s essay includes details, facts, and sources that somewhat support its opinion. This evidence is unevenly integrated into the response. The words used are sometimes inappropriate for audience and purpose.
ELA	Evidence/Elaboration	3–5 (Opinion)	3	Your student earned 3 out of 4 possible points. Your student’s essay includes details, facts, and sources that adequately support its opinion. This evidence is generally integrated into the response. The words used are appropriate for audience and purpose.
ELA	Evidence/Elaboration	3–5 (Opinion)	4	Your student earned 4 out of 4 possible points. Your student’s essay includes many details, facts, and sources that fully support its opinion. This evidence is smoothly integrated into the response. The words used are clearly appropriate for audience and purpose.
Dimension 3: Grades 3–5				

ELA	Conventions/ Editing	3–5 (Opinion)	0	Your student earned 0 out of 2 possible points. Your student’s essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These mistakes make the meaning or point of the response unclear.
ELA	Conventions/ Editing	3–5 (Opinion)	1	Your student earned 1 out of 2 possible points. Your student’s essay shows some understanding of sentence formation and other conventions. There is inconsistent use of punctuation, capitalization, and spelling rules.
ELA	Conventions/ Editing	3–5 (Opinion)	2	Your student earned 2 out of 2 possible points. Your student’s essay shows a strong understanding of sentence structure and language conventions. There are few mistakes in punctuation, capitalization, and spelling present in the response.

Grade 4 Math

Content Strand/Reporting Category Statements	
Reporting Category	Text
Numbers and Operations in Base Ten and Algebraic Thinking	Students use addition, subtraction, multiplication, and division to answer multistep problems. They use lists, charts, models, and equations to solve multiplication and division problems with remainders. They estimate, round, and compare numbers. Students write and solve problems with missing numbers (like variables) and tell about features found in patterns. They can find factors, multiples, and prime and composite numbers.
Numbers and Operations - Fractions	Students use models to determine equivalent fractions. They can compare two fractions with different denominators (bottom number) using strategies like finding common denominators and using benchmark fractions. They change fractions with a denominator of 10 or 100 into decimals. Students add, subtract, and multiply fractions with whole numbers. They answer word problems by adding and subtracting fractions with the same denominator.

Measurement, Data, and Geometry	Students answer area, perimeter, and measurement (length, time, volume, mass, money) word problems. They make and use line plots to solve problems. They measure and create angles with a protractor. They find missing angles using addition and subtraction. Students find and draw points, line segments, rays, angles, and lines. They use properties to put shapes into categories. They find and draw lines of symmetry.
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What These Results Mean	
Reporting Category	Text
Numbers and Operations in Base Ten and Algebraic Thinking – Below Proficient	Your student may have trouble solving problems with multiple steps; using addition, subtraction, multiplication, and division to answer word problems; using lists, charts, models, and equations to answer multiplication and division problems; guessing, rounding, and comparing numbers; creating shape patterns to follow a rule; writing and solving problems with missing numbers (like variables); and understanding words like factor, multiple, prime, and composite.
Numbers and Operations in Base Ten and Algebraic Thinking – Proficient	Your student often answers multistep problems using addition, subtraction, multiplication, and division; compares many digit numbers using words and symbols; checks if an answer makes sense by rounding numbers (estimation); uses lists, charts, models, and equations to solve multiplication and division problems with remainders; uses multiplication and division to answer word problems that compare values; and finds factors and multiples of numbers.
Numbers and Operations in Base Ten and Algebraic Thinking – Above Proficient	Your student can almost always use strategies and models (like arrays) to answer multiplication and division problems with remainders; answer multistep problems using addition, subtraction, multiplication, and division; round numbers or amounts to check if an answer makes sense; compare multidigit numbers; create shape patterns using a given rule; describe and list features of patterns; and write and solve equations with missing numbers (shown by letters or symbols).

Numbers and Operations - Fractions – Below Proficient	Your student may have trouble explaining how fractions with different denominators (bottom number) can be equal; using strategies like finding common denominators or using benchmark fractions to compare two fractions with different denominators; breaking down fractions into smaller fractional pieces; solving addition and subtraction word problems with fractions; changing fractions with a denominator of 10 or 100 to a decimal; and comparing decimals to the hundredths.
Numbers and Operations - Fractions – Proficient	Your student often uses models to recognize and explain how fractions with different denominators (bottom number) can be equal; compares two fractions with different denominators using strategies like finding common denominators and using benchmark fractions; multiplies fractions by whole numbers; uses addition and subtraction to solve fraction word problems with whole numbers and the same denominators; and writes fractions with a denominator of 10 or 100 as decimals.
Numbers and Operations - Fractions – Above Proficient	Your student almost always uses models to explain how two fractions with different denominators (bottom number) can be equal; compares fractions with different denominators using strategies like finding common denominators and using benchmark fractions; solves fraction word problems with the same denominator using addition, subtraction, and multiplication; and converts fractions with a denominator of 10 or 100 to a decimal.
Measurement, Data, and Geometry – Below Proficient	Your student may have trouble understanding the size of measurement units; converting measurements from one unit to a smaller unit in the same system (like metric); solving measurement (length, time, volume, mass, and money) word problems with fractions and decimals; using the area and perimeter formulas to solve real-world problems; creating and evaluating line plots; measuring and creating angles with a protractor; and naming shapes based on their properties.
Measurement, Data, and Geometry – Proficient	Your student often represents measurements using diagrams and number lines; understands the size of measurement units; uses the area and perimeter formulas to solve real-world problems; creates line plots to explain a situation; measures and creates angles with a protractor; solves addition and subtraction problems to find unknown angles; and finds and draws points, line segments, rays, angles (right, acute, and obtuse), and lines (parallel and perpendicular).
Measurement, Data, and Geometry – Above Proficient	Your student almost always solves measurement word problems with fractions and decimals using addition, subtraction, multiplication, and division; uses the area and perimeter formulas to solve real-world problems; measures and creates angles using a protractor; uses addition and subtraction to solve for unknown angles; identifies shapes based on properties like angles, and parallel or perpendicular lines; and identifies and draws lines of symmetry in geometric shapes.