

Fourth Grade Benchmarks

Social Studies

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
Construct arguments with evidence.	Constructs arguments with adult guidance and support.	Gathers information from limited sources; evidence may lack relevance to argument; bases argument on evidence rather than constructing claims.	Gathers information from more than one source, some of which are relevant; some evidence drawn from sources is used to develop claims; constructs an argument loosely based on claims; some claims may not support argument.	Gathers information from multiple, relevant sources; uses evidence from sources to develop claims; constructs an argument based on claims.	In addition to Level 4 performance, models and explains constructing arguments with evidence to peers.
Construct reasonable explanations with evidence.	Constructs explanations with adult guidance and support.	Explanations tend to list information rather than evidence reasoning; sequencing is confused or repetitive; examples and details are limited or lack relevance.	Explanations evidence reasoning, although sequence may be confused; examples and details are limited or may lack relevance.	Constructs explanations using reasoning, correct sequence, examples, and details with relevant information and data.	Evidences consistent application of Level 4 skills across assignments.
Present argument and explanations.	Presents summaries of arguments and explanations with adult guidance and support.	Presents limited summaries that list details rather than explain arguments; information is listed rather than explained.	Presents summaries through varied media; summaries may be too inclusive or lack coherence.	Presents concise summaries of argument and explanations through print, oral, and digital technologies.	Evidences consistent application of Level 4 skills across assignments.

Evidence understanding of grade level content.	Performance in content-specific activities is below grade level expectations.	Evidences limited performance in content-specific activities to grade level expectations (see content-specific rubrics).	Evidences performance in content-specific activities that approaches grade level expectations (see content-specific rubrics).	Evidences performance in content-specific activities that meets grade level expectations (see content-specific rubrics).	In addition to Level 4 performance, models and explains content to peers.
--	---	--	---	--	---