Fourth Grade SBRC Rubrics

| 1-Does Not Meet Standards | 2-Approaching Standards | 3-Meets Standards | E-Exceeds Standards |

Language Arts Literacy

1) Reads at grade level (RL.4.1-RL.4.10, RI.4.1-4.10, RF.4.1 A-D, RF.4.3 A-D, RF.4.4 A-B)				
Trimester	1	2	3	E
ALL	Student is reading **instructionally** at **Level P** or below.	Student is reading **instructionally** at Level Q-R.	Student is reading **instructionally** at S.	Student is reading **instructionally at a T or above.**
Assessment: Instructional reading level as indicated on the Fountas & Pinnell Benchmark.				

Reading: Literacy and Informational

2) Reads a text closely to analyze what a text says explicitly and inferentially (RL.4.1-RL.4.3, RI.4.1-RI.4.3)				
Trimester	1	2	3	E
RL.4.1 **RL.4.2** **RL.4.3**	**RL.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in **writing and orally with teacher prompting.**	**RL.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in **writing and orally.**	**RL.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in **writing and orally.**	**RL.4.1:** Student is able to quote directly from a text, make relevant connections when explaining what the text says explicitly and inferentially.
	RL.4.2: Student is able to determine the central idea or theme of a text, analyze their development and summarizing the key details.	**RL.4.2:** Student is able to determine the central idea or theme of a text, analyze their development and summarizing the key details.	**RL.4.2:** Student is able to determine the central idea or theme of a text, analyze their development and summarizing the key details...	**RL.4.2:** Student is able to determine key details to identify the theme and summarize the text.
	RL.4.3: Student will be able to describe in depth a character, setting, or event in a story or drama.	**RL.4.3:** Student will be able to describe in depth a character, setting, or event in a story or drama.	**RL.4.3:** Student will be able to describe in depth a character, setting, or event in a story or drama.	**RL.4.3:** Student will be able to compare and contrast 2 or more characters, settings, or events in a story or drawing.

With teacher prompting:	Independently:	Consistently and Independently:	Consistently and Independently:
● Describes story elements- **character** (thoughts, words, actions, decisions, physical attributes or interactions with others), **setting** (time and place), **problem**, **solution** with support from teacher. ● Makes inferences about the characters feelings or needs teacher support in order to make any inferences. ● Summarizes the text by retelling many details from the story rather than the most important details ● Needs teacher prompting in order to identify the theme or main message of a text OR identifies the theme in a word or phrase. Evidence provided does not support the theme of the story.	● Describes story elements- character (thoughts, words, actions, decisions, physical attributes or interactions with others), **setting** (time and place), **and problem**, **solution**- using evidence from the text. ● Makes inferences about the characters feelings, motivations and actions in a text but does not provide evidence to support their inference. ● Summarize the text by incorporating story elements except for theme. ● Identify the theme that is developed in only one part of the story and provides evidence to discuss the theme from one part of the text.	● Describes story elements- **character** (thoughts, words, actions, decisions, physical attributes or interactions with others), **setting** (time and place), **problem**, **solution**, **plot** (action and sequence of the story), and **theme**) using evidence from the text. ● Makes inferences about characters feelings, motivations and actions <u>and</u> provides evidence to support their inference. ● Summarizes the text including all story elements listed above. ● Identifies, **provides** evidence, **and** explains the evidence to show how the theme developed throughout the text by discussing the theme from early too late in the text.	● Summarize what a text says by citing evidence from the text and incorporating a relevant quote <u>as well as explaining how it supports my explanation of a text.</u> ● Summary includes- Story elements- **character** (thoughts, words, actions, decisions, physical attributes or interactions with others), **setting** (time and place), **problem**, **solution**, **plot** (action and sequence of the story), and **theme.** ● Make inferences about a text by citing evidence from the text and incorporating a relevant quote <u>as well as explaining how it supports my explanation of a text.</u> ● Identify theme of a story by providing key details from the text that supports the theme. ● Compare/Contrast similarities and differences between two characters by using specific details in the text about the character's thoughts, words, action, decisions, physical attributes, or interactions with others. ● Compare/Contrast similarities and differences between two or more settings in a story using specific details about the time or place.

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				● Compare/Contrast similarities and differences between two or more events using specific details in the text about the event's characters, actions, or impact on other events in the story.
RI.4.1 **RI.4.2** **RI.4.3**	**RI.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in writing and orally. **RI.4.2:** Student will be able to determine the main idea, explain how key details support the main idea and summarize the text. **RI.4.3:** Student is able to explain events, procedures, ideas or concepts in an informational text. With teacher prompting: ● Summarizes the text by identifying either key details or main idea but not both. ● Makes inferences about the text but does not provide evidence to support the inference. ● Identify key events, procedures, ideas or concepts but does not explain what, why and how of the topic.	**RI.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in writing and orally. **RI.4.2:** Student will be able to determine the main idea, explain how key details support the main idea and summarize the text. **RI.4.3:** Student is able to explain events, procedures, ideas or concepts in an informational text. Independently: ● Summarizes the text by identifying either key details or main idea but not both. ● Makes inferences about the text but does not provide evidence to support the inference. ● Identify key events, procedures, ideas or concepts but does not explain what, why and how of the topic. ● **OR** ● Identify key events, procedures, ideas or	**RI.4.1:** Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in writing and orally. **RI.4.2:** Student will be able to determine the main idea, explain how key details support the main idea and summarize the text. **RI.4.3:** Student is able to explain events, procedures, ideas or concepts in an informational text. Consistently and Independently: ● Summarizes the text by identifying the main idea and key details to support the main idea. ● Makes inferences about the text and provides evidence to support the inferences. ● Identifies key events, procedures, ideas or concepts and explains what happened, why it happened and how it happened by providing evidence from the text.	**RI.4.1:** Student is able to quote directly from a text, make relevant connections when explaining what the text says explicitly and inferentially. **RI.4.2:** Student will be able to determine 2 or more main ideas of a text and explain how they are supported by the key details. **RI.4.3:** Student is able to explain the relationships between 2 or more individuals, events, ideas, or concepts in an informational text. Consistently and Independently: ● Summarize what an informational text says by identifying all the main idea or points the author is trying to make, citing evidence from the text and incorporating a relevant quote. ● Draw inferences from a text, citing evidence from the text and incorporate a relevant quote. ● Determine when a text has two or more main ideas; Identify key details from the text and explain how the key details support each of the main ideas identified.

		concepts and explain what, why and how of the topic but does not provide evidence from the text.		● Identify transition words and phrases to find information about relationships or interactions between pieces of informational texts that points to the text structure of the text. ● Use specific information from the text to support my explanation of the relationships.

Assessments: CSA, SchoolWide Unit Assessments, Summarizing, Theme and Main Idea Assessments, TDQ's

3) Uses text structure and words/phrases used by the author to analyze the style and tone of a text (RL.4.4-6)				
Trimester	**1**	**2**	**3**	**4**
RL.4.4	With teacher prompting: **RL.4.4:** Student is able to determine the meaning of words and phrases in a text (including mythology with teacher prompting. ● Uses context clues to figure out the meaning of literal and nonliteral words. ● Uses prior knowledge to determine the meaning of literal and nonliteral words. ● Uses knowledge of significant character in mythology to determine the meaning of words and phrases. **RL.4.5:** Student is able to explain major differences between poems,	Independently: **RL.4.4:** Student is able to determine the meaning of words and phrases in a text (including mythology). (50% of the time) ● Uses context clues to figure out the meaning of literal and nonliteral words. ● Uses prior knowledge to determine the meaning of literal and nonliteral words. ● Uses knowledge of significant character in mythology to determine the meaning of words and phrases. **RL.4.5:** Student is able to explain major differences between poems, drama, and prose.	Consistently and Independently: **RL.4.4:** Student is able to successfully determine the meaning of words and phrases in a text (including mythology). ● Uses context clues to figure out the meaning of literal and nonliteral words. ● Uses prior knowledge to determine the meaning of literal and nonliteral words. ● Uses knowledge of significant character in mythology to determine the meaning of words and phrases. ● Simile, metaphor, Alliteration, Repetition, Onomatopoeia, hyperbole, personification, idioms **RL.4.5:** Student is able to explain major differences between poems, drama, and prose.	Consistently and Independently: **RL.4.4:** Student is able to successfully determine the meaning of words and phrases in a text including figurative language. ● Use context clues to figure out the meaning of literal and nonliteral words. ● Understand the difference between literal and figurative language. ● Identify examples of figurative language and determine what they mean. **RL.4.5:** Student is able to explain how a series of chapters, scenes, or stanzas fit together to provide the

drama, and prose with teacher prompting. - Describe how poems, drama and prose are arranged differently to illustrate events and ideas. - Identify the components of a text. **Poem**: verse, rhythm, meter - Explain the effect of sound devices above on poetry. **Drama:** cast, setting, descriptions, dialogue, stage directions. **Prose:** explains the definition.	- Describe how poems, drama and prose are arranged differently to illustrate events and ideas. - Identify the components of a text. **Poem**: verse, rhythm, meter - Explain the effect of sound devices above on poetry. **Drama:** cast, setting, descriptions, dialogue, stage directions. **Prose:** explains the definition.	- Describe how poems, drama and prose are arranged differently to illustrate events and ideas. - Describe how structural elements of poems, drama and prose enhance the reader's' experience of events and ideas. - Identify the components of a text. **Poem**: verse, rhythm, meter, stanza - Explain the effect of sound devices above on poetry. **Drama:** cast, setting, descriptions, dialogue, stage directions, script. **Prose:** explains the definition.	overall structure of a story, drama, or poem. - Identify the components of poems, drama and prose. - Explain how the components play a role in the overall structure of a text. - Analyze the effect created by the author's use of a particular structure.
RL.4.6: Student is able to compare and contrast the point of view from which different stories are narrated with teacher prompting. (1st and 3rd) - Identify the point of view from which a story is being told. - Compare and contrast stories that use the same point of view.	**RL.4.6:** Student is able to compare and contrast the point of view from which different stories are narrated. (1st and 3rd) - Identify the point of view from which a story is being told. - Compare and contrast stories that use the same point of view.	**RL.4.6:** Student is able to compare and contrast the point of view from which different stories are narrated. (1st and 3rd) - Identify the point of view from which a story is being told. - Compare and contrast stories that use the same point of view. - Compare and contrast stories that use different points of view. - Identify similarities and differences in narration	**RL.4.6:** Student is able to describe how a narrator or speaker's point of view influences how events are described. - Describe the narrator or speaker's point of view. - Use textual evidence to show how the author's point of view influences how events are described. - Explain how events may be described differently using another point of view.

RI.4.4 RI.4.5 RI.4.6	With teacher prompting:	Independently:	Consistently and Independently:	Consistently and Independently:
	RI.4.4: Student is able to determine the meaning of unknown words/phrases by using a variety of strategies with teacher prompting. ● Use context such as definitions, examples, and restatements found in the text. ● Use Greek and Latin affixes and roots. ● Use a glossary, dictionary, or thesaurus.	**RI.4.4:** Student is able to determine the meaning of unknown words/phrases by using a variety of strategies. ● Use context such as definitions, examples, and restatements found in the text. ● Use Greek and Latin affixes and roots. ● Use a glossary, dictionary, or thesaurus.	**RI.4.4:** Student is able to successfully determine the meaning of unknown words/phrases by using a variety of strategies. Word Parts: Greek/Latin roots, suffixes, prefixes and endings. Context Clues: Pictures: Dictionary Ask someone. ● Use context such as definitions, examples, and restatements found in the text. ● Use Greek and Latin affixes and roots. ● Use a glossary, dictionary, or thesaurus.	**RI.4.4:** Student is able to determine the meaning of unknown words/phrases by using a variety of strategies. ● Use context such as definitions, examples, and restatements found in the text. ● Uses cause and effect relationships to determine the meaning of an unknown word. ● Use comparisons to determine the meaning of an unknown word. ● Identify key words that may provide clues as to the meaning of an unknown word. ● Use Greek and Latin affixes and roots. ● Use a glossary, dictionary, or thesaurus.
	RI.4.5: Student is able to describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or part of a text with teacher prompting. ● Identify the overall texture of a text. ● Identify signal or sequence words that signify the overall structure.	**RI.4.5:** Student is able to describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or part of a text. ● Identify the overall texture of a text. ● Identify signal or sequence words that signify the overall structure.	**RI.4.5:** Student is able to describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, description) of a text or part of a text. ● Identify the overall texture of a text. ● Identify signal or sequence words that signify the overall structure.	**RI.4.5:** Student is able to describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of 2 or more texts. ● Identify signal or transition words that indicate text structures. ● Identify the overall texture of a text.

between first person and third person.

● Analyze why an author chose a specific text structure.	● Analyze why an author chose a specific text structure.	● Evaluate how the text structure connects events, ideas and concepts. ● Analyze why an author chose a specific text structure. **Chronology:** ● Identify sequence words to indicate text structure (first, next, then, last). ● Describe the order of events in chronological order. **Compare/Contrast:** ● Identify sequence words to indicate text structure (same, alike, as opposed to, on the other hand). ● Identify and explain concepts that are being compared and contrasted using textual evidence. **Cause/Effect:** ● Identify sequence words to indicate text structure (because, therefore, as a result, etc.). ● Describe the cause and explain why it lead to a specific event. **Problem/Solution:** ● Identify sequence words to indicate text structure (the problem is, a possible solution, to solve this, in order to overcome). ● Describe a problem and possible solution(s) to the problem using textual evidence. **Descriptive:** ● Identify sequence words to indicate text structure (for	● Identify the main idea and key details of an informational text. ● Describe the similarities and differences in the overall structure of 2 or more texts.

			example, characteristics, to illustrate, etc.). ● Describe a topic by listing characteristics, features and examples from the text.	
	RI.4.6: Student is able to compare and contrast a firsthand and secondhand account and describe the differences. ● Describes the difference between firsthand and secondhand accounts. ● Determines whether a text is a firsthand or secondhand account.	**RI.4.6:** Student is able to compare and contrast a firsthand and secondhand account and describe the differences. ● Describes the difference between firsthand and secondhand accounts. ● Determines whether a text is a firsthand or secondhand account. ● Identifies the important details that indicate author's focus in a firsthand account. ● Identifies the important details that indicate author's focus in a secondhand account.	**RI.4.6:** Student is able to compare and contrast a firsthand and secondhand account and describe the differences. ● Describes the difference between firsthand and secondhand accounts. ● Determines whether a text is a firsthand or secondhand account. ● Identifies the important details that indicate author's focus in a firsthand account. ● Identifies the important details that indicate author's focus in a secondhand account. ● Contrast the details and information provided in firsthand and secondhand accounts.	**RI.4.6:** Student is able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● Summarize the texts noting main ideas and key details. ● Identify the points of view used in multiple accounts of the same event or topic. ● Analyze the different points of view by describing similarities and differences between the multiple accounts. ● Explain how an author's point of view affects his or her account of an event or topic.

Assessment: Figurative Language Assessment, Poem, Drama, or Prose Assessment, Point of View Assessment, Analyzing Text Structure Assessment, Comparing Accounts of a Text Assessment

5) Draws conclusions from the information gathered across multiple texts (RL.4.7 &9, RI.4.7-9)				
Trimester	**1**	**2**	**3**	**4**
RL.4.7	With teacher prompting: **RL.4.7:** Student is able to make connections between the text of a story or drama, and visual or oral presentation of a text with teacher prompting or support.	Independently: **RL.4.7:** Student is able to make connections between the text of a story or drama, and visual or oral presentation of a text	Consistently and Independently: **RL.4.7:** Student is able to make connections between the text of a story or drama, and visual or oral presentation of a text.	Consistently and Independently: **RL.4.7:** Student is able to analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Use concrete details, quotations, and other information from a presentation of a text to explain connections made.	- Use concrete details, quotations, and other information from a presentation of a text to explain connections made. - Compare different presentation using concrete details, quotations, and other information form a presentation of a text.	- Use concrete details, quotations, and other information form a presentation of a text to explain connections made. - Compare different presentation using concrete details, quotations, and other information form a presentation of a text. - Identify description (prose) and directions (drama) in a written, visual, or oral presentation of a text.	- Identify the meaning, tone, and beauty of a text. - Identify visual and multimedia elements in a text. (Graphic novels, multimedia presentations of fiction, folktales, myths and poems. - Explain the contributions of illustrations and multimedia elements in a story. - Make connections between visual/multimedia elements and text. - Explain how visual and multimedia elements influence the meaning, tone or beauty of a text.
RL.4.9: Student is able to compare and contrast themes and topics in stories, myths and traditional literature with teacher prompting. - Identify common themes in literary work. - Identify themes within a text. - Identify literary elements of a text.	**RL.4.9:** Student is able to compare and contrast themes and topics in stories, myths and traditional literature. - Identify common themes in literary work. - Identify themes within a text. - Identify literary elements of a text.	**RL.4.9:** Student is able to compare and contrast themes and topics in stories, myths and traditional literature. - Identify common themes in literary work. - Identify themes within a text. - Compare and contrast themes in stories, myths and traditional literature. - Identify literary elements of a text. - Use textual evidence to explain how characters, settings, and events in stories reveal themes.	**RL.4.9:** Student is able to compare and contrast stories in the same genre on their approaches to similar themes and topics. - Identify common themes within a genre. - Identify literary elements in a story. - Identify theme within a text. - Identify the character's actions and events that reveal the author's theme. - Evaluate the similarities and differences to determine the approach that the author or characters took to reveal the theme. - Compare/Contrast the author's approach to theme in the story with the same genre.

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	With teacher prompting:	Independently:	Consistently and Independently:	Consistently and Independently:

RI.4.7
RI.4.8
RI.4.9
	RI.4.7: Student is able to explain how images contribute to informational texts.
	● Identify information from text features.
	● Identify the purpose of each text feature:
	  ○ Charts, graphs, diagram, time lines, legends etc.
		RI.4.7: Student is able to explain how images contribute to informational texts.
		● Identify information from text features.
		● Identify the purpose of each text feature:
		  ○ Charts, graphs, diagram, time lines, legends etc.
			RI.4.7: Student is able to explain how images contribute to informational texts.
			● Identify information from text features.
			● Identify the purpose of each text feature:
			  ○ Charts, graphs, diagram, time lines, maps, bold words, headings, captions, glossary, index, table of contents, bullet points
			● Explain how information contributes to the understanding of the text.
				RI.4.7: Student is able to draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
				● Locate information text in print and digital formats.
				● Identify information from multiple sources.
				● Analyze information for answer to questions or problems.
				● Determine the most effective method for solving a problem or answering a question.

	RI.4.8: Student is able to explain how an author uses reasons and evidence to support particular points in a text with teacher prompting. ● Identify important points that the author made in the story. ● Identify reasons that support particular points in a text.	**RI.4.8:** Student is able to explain how an author uses reasons and evidence to support particular points in a text. ● Identify important points that the author made in the story. ● Identify reasons that support particular points in a text.	**RI.4.8:** Student is able to explain how an author uses reasons and evidence to support particular points in a text. ● Identify important points that the author made in the story. ● Identify reasons that support particular points in a text. ● Identify evidence from the text to support points within a text. ● Evaluate whether or not the reasons and evidence support the author's points from the story.	**RI.4.8:** Student is able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ● Identify reasons and evidences used to support particular points in a text. ● Identify which evidence supports particular points in a text. ● Evaluate and explain the connection between reasons and particular points in a text. ● Evaluate and explain the connection between evidences and particular points in a text.

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RI.4.9: Student will be able to integrate information from two texts on the same topic in order to writer or speak about the subject with teacher prompting. ● Identify the main idea and key details in an informational text. ● Synthesize the main ideas found in two informational texts using textual evidence.	RI.4.9: Student will be able to integrate information from two texts on the same topic in order to writer or speak about the subject. ● Identify the main idea and key details in an informational text. ● Synthesize the main ideas found in two informational texts using textual evidence.	RI.4.9: Student will be able to integrate information from two texts on the same topic in order to write or speak about the subject. ● Identify the main idea and key details in an informational text. ● Synthesize the main ideas found in two informational texts using textual evidence. ● Synthesize key details found in two informational texts using textual evidence.	RI.4.9: Student will be able to integrate information from several texts on the same topic in or to writer or speak about the subject. ● Use multiple sources to writer and speak about a subject. ● Identify the main idea and key details in an informational text on the same topic. ● Categorize key details from several topics on the same topic. ● Combine key details/information from several texts in a logical manner. ● Speak knowledgeably about a topic by integrating information from several sources on the same topic. ● Compose a writing piece integrating information from several texts on the same topic.

Assessment: Lucy Calkins Informational Essay (Living History Museum), Comparing Texts Assessment, Comparing/Contrasting Assessment, Text Feature Assessment, Analyzing the Main Points in a Story Assessment

Foundations of Reading

6) Applies grade-level phonics skills (RF.4.3)				
Trimester	**1**	**2**	**3**	**4**
Trimester 1	Student is able to use a variety of phonics skills to independently read 30 and below of 55 known and unknown words.	Student is able to use a variety of phonics skills to independently read 31 - 46 of 55 known and unknown words.	Student is able to use a variety of phonics skills to independently read 47 or more of 55 known and unknown words.	Student is able to use a variety of phonics skills **independently** to read known and unknown words scoring above 55 on assessment.
Assessment: Phonics Assessment				

7) Reads with grade-level accuracy and fluency				
Trimester	**1**	**2**	**3**	**E**
ALL	Demonstrates fluent reading: • Reads in one or two word phrases or word for word; no smooth or expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. • Reads with appropriate accuracy and speed to support comprehension: <100 words per minute	Demonstrates fluent reading: • Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns • Reads with appropriate accuracy and speed to support comprehension: 100-120 words per minute	Demonstrates fluent reading: • Reads primarily in larger, meaningful phrases or word groups; mostly smooth expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with few slowdowns. • Reads with appropriate accuracy and speed to support comprehension: 120-144 words per minute	***Not Applicable*** If a student is reading above 111 words per minute and is demonstrating strong comprehension, that is great! If not, the student may need to slow down. Our goal is to encourage reading at a rate that supports understanding of the text.
Assessment: **Fountas and Pinnell Benchmark Assessment System** *Words read per minute rates based upon the National Oral Reading Fluency Norms (Hasbrouch & Tindal, 2017)*				

Writing

11) Writes for a Purpose: Opinion, Informational, Narrative				
Trimester	**1**	**2**	**3**	**E**
ALL	Scoring a 1.0 (0-11 points) on the district fourth grade writing rubric using a minimum of two writing samples.	Scoring a 1.5- 2.0 (11.5-22 points) on the district fourth grade writing rubric using a minimum of two writing samples.	Scoring a 2.5 – 3.0 (22.5-33 points) on the district fourth grade writing rubric using a minimum of two writing samples.	Scoring above 3.0 (33.5+ points) on the district fourth grade writing rubric using a minimum of two writing samples.

Assessment: Collection of Writing Samples including On-Demand Writing Tasks, Independent Writing, and Journal Entries

12) Strengthens writing by revising and editing in order to publish writing				
Trimester	**1**	**2**	**3**	**E**
ALL	Scoring a 1.0 (0-11 points) on the district fourth grade writing rubric using a minimum of two writing samples, at least one of which is typed.	Scoring a 1.5- 2.0 (11.5-22 points) on the district fourth grade writing rubric using a minimum of two writing samples, at least one of which is typed.	Scoring a 2.5 – 3.0 (22.5-33 points) on the district fourth grade writing rubric using a minimum of two writing samples, at least one of which is typed.	Scoring above 3.0 (33.5+ points) on the district fourth grade writing rubric using a minimum of two writing samples, at least one of which is typed.

Assessment: Published Writing Samples

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13) Applies spelling rules to write known and unknown words				
Trimester	**1**	**2**	**3**	**E**
ALL	<u>Consistently & Independently or With Teacher Support</u> Spell 2nd grade-appropriate words correctly, consulting references as needed. Applies spelling rules using the following patterns: • Beginning Consonants • Final Consonants • Consonant Blends • Digraphs • Short Vowels • Word Families District Curriculum: ***Words Their Way: Early Emergent & Letter Names***	<u>Consistently & Independently</u>: Spell 3rd grade-appropriate words correctly, consulting references as needed. Applies spelling rules for all prior grade patterns in addition to one or more of the following: • Long Vowels (Vce) • Long Vowel Teams • R Influenced Vowels District Curriculum: ***Words Their Way: Within Words***	<u>Consistently & Independently</u>: Spell 4th grade-appropriate words correctly, consulting references as needed. Applies spelling rules for all prior grade patterns in addition to one or more of the following: • Dipthongs & Ambiguous Vowels • Complex Consonant Clusters • Homophones • Compound Words • Inflected Endings • Hard/soft consonants • Prefixes/ Suffixes District Curriculum: ***Words Their Way: Late Within Words/ Syllables & Affixes***	<u>Consistently & Independently</u>: Spell above 4th grade-appropriate words correctly, consulting references as needed. District Curriculum: ***Words Their Way: Derivational Relations***
Assessment: *Spelling Screener, Weekly tests from Words Their Way, Spelling Category on Writing Rubric*				

14) Applies grade level conventions of language				
Trimester	1	2	3	E
ALL	**Student does not routinely apply grade level conventions of grammar, mechanics, and usage when writing and speaking.** *Score "1" on authentic writing or on district created assessment.* • Student uses parts of speech correctly. • Student can correctly write a sentence. • Student can recognize and correct a fragment or a run-on. • Student can correctly use frequently confused homophones, such as there/their/they're. • Student can correctly punctuate as sentence. (including compound sentences and dialogue). • Student can correctly capitalize words in a sentence. • Student can spell grade-appropriate words correctly, using references as needed.	**Student applies grade level conventions of grammar, mechanics, and usage with teacher prompting and support when writing and speaking.** *Score "2" on authentic writing or on district created assessment.* • Student uses parts of speech correctly. • Student can correctly write a sentence. • Student can recognize and correct a fragment or a run-on. • Student can correctly use frequently confused homophones, such as there/their/they're. • Student can correctly punctuate as sentence. (including compound sentences and dialogue). • Student can correctly capitalize words in a sentence. • Student can spell grade-appropriate words correctly, using references as needed. • Students can choose the right word to get their meaning across.	**Student consistently and independently applies the majority of grade level conventions of grammar, mechanics, and usage when writing and speaking.** *Score "3" on authentic writing or on district created assessment.* • Student uses parts of speech correctly. • Student can correctly write a sentence. • Student can recognize and correct a fragment or a run-on. • Student can correctly use frequently confused homophones, such as there/their/they're. • Student can correctly punctuate as sentence. (including compound sentences and dialogue). • Student can correctly capitalize words in a sentence. • Student can spell grade-appropriate words correctly, using references as needed.	**Student consistently and independently applies all grade level conventions of grammar, mechanics, and usage when writing and speaking.** *Score "3" on all authentic writing and on district created assessment. Scores "4" on Calkins writing rubric for punctuation.* • Student uses parts of speech correctly. • Student can correctly write a sentence. • Student can recognize and correct a fragment or a run-on. • Student can correctly use frequently confused homophones, such as there/their/they're. • Student can correctly punctuate as sentence. (including compound sentences and dialogue). • Student can correctly capitalize words in a sentence. • Student can spell grade-appropriate

• Students can choose the right word to get their meaning across. • Students can choose punctuation for effect. • Students can understand and use figurative language.	• Students can choose punctuation for effect. • Students can understand and use figurative language.	• Students can choose the right word to get their meaning across. • Students can choose punctuation for effect. • Students can understand and use figurative language.	words correctly, using references as needed. • Students can choose the right word to get their meaning across. • Students can choose punctuation for effect. • Students can understand and use figurative language.

Assessment: District created language assessments, as well as a minimum of three authentic writing samples