

4th Grade Report Card Rubric

Reading

Marking Period 1, 2, & 3

*= Benchmark (where we want students to be)

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Determines keys ideas and details of text</u></p> <ul style="list-style-type: none"> ● Student meets grade level benchmarks ● Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● Communicates key ideas/details and provides supporting evidence from a text. ● Recounts texts to determine the central message, lesson, or moral and explain how it is conveyed through key details. ● Describes characters in a text (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.. 	The student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Analyzes text for inferential meaning</u></p> <ul style="list-style-type: none"> ● Makes connections to the text by activating prior knowledge ● Refers to details and examples in a text when drawing inferences. ● Infers the author’s message 	The student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Recognizes craft and structure of text</u></p> <ul style="list-style-type: none"> ● Describes the overall structure of events, ideas, or structure of a text. 	The student exceeds the grade-level expectations.

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
		<ul style="list-style-type: none"> ● Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Distinguishes their own point of view from that of the narrator or those of the characters or author. ● Interprets information and explain how the information contributes to and understanding of the text in which is appears. ● Compares and contrasts the themes, settings, and plots of texts written by the same author or about the same topic. 	
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<u>Demonstrates fluency</u> <ul style="list-style-type: none"> ● Reads grade-level text with purpose and understanding. 	The student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<u>Demonstrate reading stamina</u> <ul style="list-style-type: none"> ● Demonstrates interest and comprehension in reading. ● Reads with focus for 30 minutes. 	The student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<u>Demonstrates word attack skills</u> <ul style="list-style-type: none"> ● Identifies and knows the meaning of the most common prefixes and derivational suffixes. ● Decodes multi-syllable words. ● Reads grade-appropriate irregularly spelled words. 	The student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<u>Demonstrates vocabulary acquisition</u> <ul style="list-style-type: none"> ● Student demonstrates grade level expectations on vocabulary lists of novel words ● Students demonstrate proper application of multi-meaning and multipurpose words. 	The student exceeds the grade-level expectations.
Student rarely meets the	Student sometimes meets the	<u>Constructs meaningful written responses to literature</u>	The student exceeds the grade-level expectations.

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
expectations for this marking period.	expectations for this marking period.	<ul style="list-style-type: none"> ● Gives sufficient evidence of the ability to justify interpretations of texts. ● Includes specific examples that make clear reference to the text. ● Adequately supports examples with clearly relevant information from the text. 	