

## 4th Grade Report Card Rubric

### Writing

#### Marking Period 2

\*= 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><b><u>Creates writing with purpose and meaning.</u></b></p> <ul style="list-style-type: none"> <li>● The author's purpose (to inform or explain) is evident and reflects the genre.</li> <li>● The central idea is evident and mostly focused.</li> <li>● The student includes sufficient facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>	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><b><u>Produces organized and structured writing.</u></b></p> <ul style="list-style-type: none"> <li>● The student clearly introduces a topic.</li> <li>● The student sufficiently groups facts and related information in paragraphs and sections.</li> <li>● The student sufficiently links ideas within categories of information using words and phrases.</li> <li>● The student sufficiently includes nonfiction text features to organize information and aid comprehension (e.g., illustrations, headings, and/or multimedia).</li> <li>● The student provides a sufficient concluding statement or section related to the information or explanation presented.</li> </ul>	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><b><u>Applies craft and style to convey ideas.</u></b></p> <ul style="list-style-type: none"> <li>● The student sufficiently uses dialogue and descriptive details to develop experiences or events, or to show the responses of the narrator/character(s) to situations.</li> </ul>	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"> <li>● The student sufficiently uses concrete words and sensory details to develop experiences and events precisely.</li> <li>● The student uses a sufficient variety of sentence beginnings, lengths, and styles. The student sufficiently includes precise, domain-specific vocabulary to inform readers about or explain the topic.</li> <li>● The student sufficiently includes descriptive language to convey ideas and information.</li> <li>● The student uses a sufficient variety of sentence beginnings, lengths, and styles.</li> <li>●</li> </ul>	
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><b><u>Demonstrates command of mechanics and conventions.</u></b></p> <ul style="list-style-type: none"> <li>● Capitalization is mostly correct.</li> <li>● Punctuation is mostly correct.</li> <li>● The student spells most grade-appropriate words correctly.</li> <li>● The student employs standard English grammar most of the time.</li> </ul>	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><b><u>Strengthens writing through revision and editing.</u></b></p> <ul style="list-style-type: none"> <li>● Applies revision techniques taught through mini-lessons.</li> </ul>	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><b><u>Demonstrates writing stamina.</u></b></p> <ul style="list-style-type: none"> <li>● Write routinely during allotted time frames for a range of grade level tasks, purposes and audiences.</li> </ul>	The student exceeds the grade-level expectations.

