

FOURTH GRADE Trimester Expectations
English Language Arts Literacy

The following indicators appear on the report card for fourth grade students. The rubrics that follow explain how each indicator is scored.

Summarizes text including key elements and supporting details to draw inferences
Analyzes characters, settings, and events, citing specific details to support analysis
Compares and contrasts themes, central ideas, topics, and points of view with supportive evidence
Applies various strategies to comprehend nonfiction text
Reads fluently to support deeper comprehension of benchmark texts
Writes narrative, informational and opinion pieces after engaging in the writing process
Draws evidence from text to support analysis, reflection, and research
Demonstrates appropriate command of capitalization, punctuation, grammar, and spelling
Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

4	3	2	1	NA
Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Not Assessed
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

Summarizes text including key elements and supporting details to draw inferences

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently and independently summarize <u>above benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently and independently summarize <u>above benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.
3	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.
2	With prompting and support , student can attempt to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	With prompting and support , student can summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	With prompting and support , student can summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.
1	With consistent prompting and support , student can attempt to summarize <u>at/or below benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.	With prompting and support , student can summarize <u>at/or below benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.	With prompting and support , student can summarize <u>at/or below benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Analyzes characters, settings, and events, citing specific details to support analysis

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	Student can consistently and independently analyze characters, settings, and events, citing supporting evidence with <u>above benchmark texts read</u> .	Student can consistently and independently analyze characters, settings, and events, citing supporting evidence with <u>above benchmark texts read</u> .
3	Student can consistently analyze characters, settings, and events, citing some supporting evidence with <u>benchmark texts</u> .	Student can consistently analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	Student can consistently analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .
2	With prompting and support , student can attempt to analyze characters, settings, and events, citing some supporting evidence with <u>benchmark texts read</u> .	With prompting and support , student can attempt to analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .	With prompting and support, student can attempt to analyze characters, settings, and events, citing supporting evidence with <u>benchmark texts read</u> .
1	With consistent prompting and support , student has difficulty analyzing characters, settings, and events with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing characters, settings, and events, and citing some supporting evidence with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing characters, settings, and events, and citing some supporting evidence with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Compares and contrasts themes, central ideas, topics, and points of view with supportive evidence

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .	Student can consistently and independently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>above benchmark texts read</u> .	Student can consistently and independently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>above benchmark texts read</u> .
3	Student can consistently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .	Student can consistently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .	Student can consistently compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .
2	With prompting and support , student can attempt to compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .	With prompting and support , student can compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .	With prompting and support , student can compare and contrast themes, central ideas, topics, or points of view, citing evidence with <u>benchmark texts read</u> .
1	With consistent prompting and support , student has difficulty comparing and contrasting themes, central ideas, topics, or points of view, with <u>at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty comparing and contrasting themes, central ideas, topics, or points of view, <u>citing evidence with at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty comparing and contrasting themes, central ideas, topics, or points of view, <u>citing evidence with at/or below benchmark texts read</u> . Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Applies various strategies to comprehend nonfiction text

	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can consistently and independently apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>benchmark texts read</u> .	Student can consistently and independently apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>above benchmark texts</u> .
3	NA	Student can consistently apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>benchmark texts read</u> .	Student can consistently apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>benchmark texts read</u> .
2	NA	With prompting and support , student can attempt to apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>benchmark texts read</u> .	With prompting and support , student can apply reading strategies including analysis of text features, synthesis of information, and draw inferences with <u>benchmark texts read</u> .
1	NA	With consistent prompting and support , student reading strategies are at the <u>literal level with text</u> . Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student reading strategies are at the literal level with text <u>when developing key ideas and concepts that explain situations with texts</u> . Explanations may include significant errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Reads fluently to support deeper comprehension of benchmark texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.
3	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.

NA	Not assessed	Not assessed	Not assessed
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Writes narrative, informational, and opinion pieces after engaging in the writing process

Rubric Score	Trimester 1	Trimester 2	Trimester 3
<p>4</p>	<p>Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time in complicated ways; show characters' motivations by including their thinking and responses to what happened; student voice is used to convey the emotion or tone; peer conference to help others. (narrative)</p>	<p>Student can consistently and independently write an engaging lead/conclusion that draws in the reader and may call for action, provide key details in a logical sequence, accurately use paragraphs and transition words; influence the audience to care about the piece; accurately cite outside sources, when applicable; peer conference to help others. (narrative and opinion)</p>	<p>Student can consistently and independently write an introduction that hooks the reader and explain the subtopics that will be discussed in the piece; use different kinds of information to teach about the subject; write a thoughtful and insightful ending, which restates the topic; include a variety of information such as examples, details, dates, and quotes; use trusted sources and cite when appropriate; peer conference to help others. (narrative, opinion, and informational)</p>
<p>3</p>	<p>Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time ; slow down some parts of the story and speed other parts up; show characters' motivations by including their thinking; student voice is used; edit and revise the piece. (narrative)</p>	<p>Student can consistently write an engaging lead/conclusion, where he/she may have to state a claim; use words and phrases to glue parts of the piece together; give reasons to support his/her opinion; choose precise details and facts to help make his/her points; use figurative language to draw readers into his/her line of thought; accurately cite outside sources, when applicable; edit and revise the piece. (narrative and opinion)</p>	<p>Student can consistently hook the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture; write an ending in which he/she reminds readers of the subject and suggest a follow-up action or leave readers with a final insight; add thoughts, feelings, and questions about the subject at the end of the piece; use nonfiction text features to write informational pieces; organize the piece into structured paragraphs; edit and revise the piece. (narrative, opinion, and informational)</p>

2	<p>With prompting and support, student can write a lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time; take out unimportant events in a story; show characters' motivations by including their thinking; make revisions. (narrative)</p>	<p>With prompting and support, student can write a lead/conclusion, where he/she may have to state a claim; cite outside sources, when applicable; identify reasons to support his/her opinion; begin to accurately paragraph; cite outside sources, when applicable; make revisions. (narrative and opinion)</p>	<p>With prompting and support, student can attempt to hook readers by explaining why the subject mattered, write an ending in which he/she reminds readers of the subject; use nonfiction text features in order to write informational pieces; organize writing into structured paragraphs; make revisions. (narrative, opinion, and informational)</p>
1	<p>With consistent prompting and support, student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, using paragraphs and transition words to show the passing of time; including unimportant events in the story; showing characters' motivations; making revisions. (narrative)</p>	<p>With consistent prompting and support, student has difficulty writing a lead/conclusion, where he/she may have to state a claim; identifying reasons to support his/her opinion; beginning to accurately use paragraphs; citing outside sources, when applicable; making revisions. (narrative and opinion)</p>	<p>With consistent prompting and support, student has difficulty hooking readers; writing an ending in which he/she reminds readers of the subject; using nonfiction text features in order to write informational pieces; organizing writing into structured paragraphs; making revisions. (narrative, opinion, and informational)</p>
NA	Not assessed	Not assessed	Not assessed

Draws evidence from text to support analysis, reflection, and research

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently determine the task, purpose, and audience; text structure, and which information from the text can be used as evidence; what evidence is relevant and how to compile evidence from the text; if a single text provides sufficient evidence or if additional information is needed.	Student can consistently and independently identify evidence in a literary or informational text that fits the task, purpose, or audience; create a list of evidence from literary and informational texts; justify analysis, reflection, or research with evidence from literary or informational text; determine what sources are appropriate to support analysis, reflection, and research; evaluate evidence from appropriate literary and informational texts to support analysis, reflection, and research.	Student can consistently and independently identify evidence in a literary or informational text that fits the task, purpose, or audience; create a list of evidence from literary and informational texts; justify analysis, reflection, or research with evidence from literary or informational text; determine what sources are appropriate to support analysis, reflection, and research; evaluate evidence from appropriate literary and informational texts to support analysis, reflection, and research.
3	Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant.	Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant <u>and how to compile evidence from the text.</u>	Student can consistently determine the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant and how to compile evidence from the text, <u>if a single text provides sufficient evidence or if additional information is needed.</u>
2	With prompting and support, student has difficulty drawing evidence from text to support analysis, reflection, and research.	With prompting and support, student has difficulty determining the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant <u>and how to</u>	With prompting and support, student has difficulty determining the task, purpose, and audience; text structure and which information from the text can be used as evidence; what evidence is relevant <u>and</u>

		<u>compile evidence from the text.</u>	<u>how to compile evidence from the text.</u>
1	With consistent prompting and support , student has difficulty drawing evidence from text to support analysis, reflection, and research.	With consistent prompting and support , student has difficulty drawing evidence from text to support analysis, reflection, and research. Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty drawing evidence from text to support analysis, reflection, and research. Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Demonstrates command of capitalization, punctuation, grammar, and spelling

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently use relative pronouns, relative adverbs, prepositional phrases, and proper verb tenses; accurately apply punctuation (including end marks, commas, dialogue, citing sources); <u>exceeds grade appropriate spelling skills.</u>	Student can consistently and independently use relative pronouns, relative adverbs, prepositional phrases, and proper verb tenses; accurately apply punctuation (including end marks, commas, dialogue, citing sources); <u>exceeds grade appropriate spelling skills.</u>	Student can consistently and independently use relative pronouns, relative adverbs, prepositional phrases, and proper verb tenses; accurately apply punctuation (including end marks, commas, dialogue, citing sources); <u>exceeds grade appropriate spelling skills.</u>
3	Student can consistently use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; accurately apply end marks and <u>grade appropriate spelling skills.</u>	Student can consistently use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; accurately apply <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills.	Student can consistently use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; accurately apply <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills.
2	With prompting and support, student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying end marks and <u>grade appropriate</u> spelling skills <u>with minor errors.</u>	With prompting and support, student can use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills, <u>with minor errors.</u>	With prompting and support, student can use relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u> (including end marks, commas, dialogue) and grade appropriate spelling skills, <u>with minor errors.</u>
1	With consistent prompting and support, student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying end marks and <u>grade appropriate</u> spelling, <u>making</u>	With consistent prompting and support, student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u>	With consistent prompting and support, student has difficulty using relative pronouns, relative adverbs, prepositional phrases, proper verb tenses; applying <u>punctuation</u>

	<u>significant errors.</u>	(including end marks, commas, dialogue) and grade appropriate spelling skills, <u>making significant errors.</u>	(including end marks, commas, dialogue) and grade appropriate spelling skills, <u>making significant errors.</u>
NA	Not assessed	Not assessed	Not assessed

Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently engage and extend group discussions; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; <u>acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.</u>	Student can consistently and independently engage and extend group discussions; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; <u>acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.</u>	Student can consistently and independently engage and extend group discussions; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; <u>acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.</u>
3	Student can consistently engage and extend group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.	Student can consistently engage and extend group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.	Student can consistently engage and extend group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.
2	Student can occasionally engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her	Student can occasionally engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her	Student can occasionally engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed;

	ideas and understanding in light of the discussion.	ideas and understanding in light of the discussion.	extends his/her ideas and understanding in light of the discussion.
1	With prompting and support , student can rarely engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.	With prompting and support , student can rarely engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.	With prompting and support , student can rarely engage in group discussions; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.
NA	Not assessed	Not assessed	Not assessed