

Standards-based Fourth Grade Progress Report Rubric: Term 2

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Analyzes and interprets aspects of literary and informational texts. Standards: R4, R5, R6, R9 & L5	When speaking and writing about a text, refers to few aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to many aspects of the text, including:
	- words and phrases, figurative language, and academic and content-specific words - parts of stories, dramas, and poems using terms such as chapter, scene, and stanza (literature) - text features (informational) - author, narrator, or character's perspective or point of view in a text	- words and phrases, figurative language, and academic and content-specific words structural elements, using academic language (literature) overall structure (informational) - point of view (literature) comparing and contrasting a primary and secondary source on the same event or topic (informational)		
	<i>*Student is working toward 3rd grade standards</i>	Sometimes:	Consistently:	Always:
	recognizes genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations	- explains how claims in a text are supported by relevant reasons and evidence - makes connections to other texts, ideas, cultural perspectives, eras, personal events, and situations		
Knows and uses phonics skills to solve unknown words in text. Standards: RF3	<i>*Student is working toward 3rd grade standards:</i>	Sometimes:	Consistently:	Always::
	Uses knowledge of short vowels, common long vowels, root words, prefixes and suffixes in words with	uses knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in and out of context		

	more than one syllable			
	Reads few grade appropriate irregularly spelled words. Often appeals prior to word solving	Reads some grade appropriate irregularly spelled words. Sometimes appeals after attempting word solving	Reads grade appropriate irregularly spelled words. Rarely appeals after attempting word solving	Reads above grade irregularly spelled words. Rarely appeals, and only does so after making multiple attempts at word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: RF4	Reads level O or below with some support (instructional)	Reads level P-Q text with some support (instructional)	Reads level R text with some support (instructional)	Reads level S or above text with some support (instructional)
Determines a theme or central idea and explains how it is supported by key details, and can summarize a text. Standards: R2, R3 & R8	When speaking and writing about texts, rarely includes:	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, consistently includes:	When speaking and writing about texts, always includes:
	- a theme or central idea - supporting details - how characters respond to major events and challenges (literature) - character traits, motivations, or feelings, drawing on specific details from the text (literature) - a description of the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect (informational) - an explanation of how the author's claims are supported by relevant reasons and evidence.	- a description of a character, setting, or event, drawing on specific details in the text (literature) - an explanation of events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text (informational) - a theme or central idea - the author's claims and how they are supported by relevant/supporting details		
Monitors comprehension and applies reading strategies flexibly. Standards: R1 &, L4	Rarely:	Sometimes:	Consistently:	Always:
	- explains what a text says both explicitly and implicitly by referring to relevant details and evidence. - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary - determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using context, Greek and Latin roots, and reference materials.			

Writing- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Writes opinion (argumentative), informational and/or narrative pieces. Standards: W1, W2 & W3	<i>*Student is working toward 3rd grade standards</i> Composes pieces with the following characteristics: • writes an argument to support claim(s), using clear reasons and relevant evidence ◦ introduces a claim, supported by details, and organizes the reasons and evidence logically ◦ uses precise language and content-specific vocabulary ◦ uses linking words and phrases to connect ideas within categories of information ◦ provides a concluding statement or section • writes informative/ explanatory texts to explore a topic and convey ideas and information relevant to the subject ◦ introduces a topic and organizes related information together. ◦ develops a topic with facts, definitions, and details; includes illustrations when useful for aiding comprehension. ◦ uses precise language and content-specific vocabulary. ◦ uses linking words and phrases to connect ideas within categories of information. ◦ provides a concluding statement or section.	Sometimes: Composes pieces with the following characteristics: • writes an argument to support claim(s), using clear reasons and relevant evidence ◦ introduces a precise claim, supported by well-organized facts and details, and organizes the reasons and evidence logically ◦ uses precise language and content-specific vocabulary ◦ uses transitional words and phrases to connect ideas within categories of information ◦ provides a concluding statement or section related to the argument presented • writes informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject ◦ introduces a topic clearly and organizes related information in paragraphs and sections ◦ develops ideas on a topic with facts, definitions, concrete details, or other relevant information; includes text features when useful for aiding comprehension ◦ uses transitional words and phrases to connect ideas within categories of information ◦ uses precise language and content-specific vocabulary ◦ provides a concluding statement or section related to the information or explanation presented • writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences ◦ establishes a situation and introduces a narrator and/or characters ◦ uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations ◦ uses transitional words and phrases to manage the sequence of events ◦ uses concrete words and phrases and sensory details to convey experiences and events precisely ◦ provides a conclusion that follows from the narrated experiences or events	Consistently:	Always::

	• writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences ○ establishes a situation and introduces a narrator and/or characters. ○ uses descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations ○ uses temporal words and phrases to signal event order ○ provides a conclusion			
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong practices	Rarely:	Sometimes:	Consistently:	Always:
	• generates ideas and/or plans writing • revises writing for meaning at the section, page, paragraph, sentence and/or word level • checks reference materials as needed to check and correct spelling			
	Edits writing for: • spacing • letter formation • ending punctuation • comma usage (in dialogue, when separating parts of a sentence, in a series) • capitalization (sentences, dates, the pronoun "I", proper nouns, titles) • apostrophes in contractions and possessives • quotation marks or italics to indicate titles • spelling of grade level high frequency words			
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4 & SL5	<i>*Student is working toward 3rd grade standards:</i>	Sometimes:	Consistently:	Always:
	• conducts research to answer questions, including self-generated questions, and to build knowledge • recalls relevant information from experiences or gathers information from multiple sources • takes brief notes on sources	• conducts research to answer questions, including self-generated questions, and builds knowledge through investigating multiple aspects of a topic • recalls relevant information from experiences or gathers relevant information from multiple sources • takes notes and categorizes information, and provides a list of sources • reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details • speaks clearly at an understandable pace and volume appropriate for audience • includes digital media and/or visual displays in presentations to emphasize central ideas or themes		

	- and sorts evidence into provided categories • reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details • speaks clearly at an understandable pace • includes digital media and/or visual displays in presentations to emphasize certain facts or details			
Analyzes mentor texts to enhance writing. Standards: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	• analyzes and uses mentor texts to enhance writing			• analyzes and uses a range in types of mentor texts to enhance writing • independently seeks mentor texts for personal use

Speaking & Listening- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with diverse peers and adults for a variety of purposes. Standards: SL1	<i>*Student is working toward 3rd grade standards:</i> Uses discussion skills: • builds on others' talk • participate through multiple exchanges • links comments to others' ideas • asks questions to clear up confusion and check understanding • considers individual differences • comes to discussion prepared with materials • explains their own ideas and understandings as a result of the conversation • makes meaningful contributions to class and partnership discussions	Sometimes: Uses discussion skills: • links comments to others' ideas • asks and answer questions to clear up confusion and check understanding • considers individual differences • comes to discussion prepared with material • draws on prepared material during discussion • follows norms and carries out assigned roles • reviews the relevant ideas expressed • explains their own ideas and understandings as a result of the conversation • makes meaningful contributions to class and partnership discussions	Consistently:	Always:
Identifies and evaluates the reasons and evidence a speaker provides to support particular points Standards: SL3 & SL4	<i>*Student is working toward 3rd grade standards:</i> • asks questions in response to the speaker's ideas to understand her position on a topic • reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace • follows up with clarifying questions, as necessary • summarizes/restates the speaker's position on a topic	Sometimes: • asks questions to understand a reason or piece of evidence the speaker provides, and follows up with clarifying questions, as necessary • reports on a topic or text, tell a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience • summarizes/restates the speaker's reasons and evidence used • assesses the quality of reasons and evidence a speaker provides, considering whether or not this information supports a particular point	Consistently:	Always:
Adapts speech to a variety of situations,	<i>*Student is working toward 3rd grade standards:</i>	Sometimes:	Consistently	Always:

audiences and tasks, using formal English when appropriate. Standards: L3 & SL6	• selects conversational or academic forms when speaking or writing • recognizes and observes differences between the conventions of spoken and written academic English • Identifies contexts that call for academic English or informal discourse	• distinguishes between contexts that call for formal English and situations where informal discourse is appropriate • chooses words and phrases to convey ideas precisely • distinguishes between contexts that call for formal English versus/or informational discourse; uses formal English when appropriate to task and situation		
Uses new vocabulary gained through reading texts and conversations. Standards: Lifelong Practices & L6	Rarely:	Sometimes:	Consistently:	Always:
	• acquires vocabulary learned through reading or being read to • accurately uses general academic (Tier 2) and content-specific (Tier 3) words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic			

Language and Word Study- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standard: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	Uses spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words			
	Words Their Way Stage: Early Syllables & Affixes or earlier	Words Their Way Stage: Middle Early Syllables & Affixes	Words Their Way Stage: Middle Syllables & Affixes	Words Their Way Stage: Early Derivational Relations or later
Uses knowledge of language and its conventions when writing, speaking, reading, or listening. Standards: L1 (Appendix A) & L3	Rarely:	Sometimes:	Consistently:	Always:
	Understands and uses simple, compound and complex sentences, recognizing and correcting fragments and run-ons Uses frequently occurring nouns and verbs, matching both in basic sentences Demonstrates understanding of special types of nouns: • common, proper, and possessive • collective • regular plurals and frequently occurring irregular plurals Uses and explains the function of a variety of parts of speech, including: • nouns • interrogatives • frequently occurring prepositions • a range of pronouns • past, present and future tense verbs • adjectives • adverbs • conjunctions • transition words • interjections	Understands and uses simple, compound and complex sentences, recognizing and correcting fragments and run-ons Ensures subject-verb and pronoun-antecedent agreement Demonstrates understanding of special types of nouns: • common, proper, and possessive • collective • regular plurals and frequently occurring irregular plurals Uses and explains the function of a variety of parts of speech, including: • nouns • interrogatives • frequently occurring prepositions • a range of pronouns • a range of verb tenses • adjectives • adverbs • conjunctions • transition words • interjections • prepositions and prepositional phrases		

Reads and writes common grade level specific high-frequency words. Standards: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	- identifies, monitors and self-corrects high frequency words when reading - spells fourth grade high frequency words accurately when writing			
	Reads and writes 446 or fewer high frequency words in isolation	Reads and writes 447-466 high frequency words in isolation	Reads and writes 467-486 high frequency words in isolation	Reads and writes 487 or more high frequency words in isolation