

Semester ONE Rubric – GRADE 4

**Reading**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Reads aloud with fluency and expression (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attends to meaning</li> <li>▪ Reads aloud with grade-appropriate fluency, accuracy and expression</li> <li>▪ Some rereading or word-by-word reading to problem solve</li> <li>▪ Often attends to phrasing and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>
<p>Uses a variety of word-solving strategies (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p><b>Student is reading instructionally at levels P through S and:</b></p> <ul style="list-style-type: none"> <li>▪ Uses a variety of word-solving strategies to understand unfamiliar words such as:                             <ul style="list-style-type: none"> <li>✓ applying knowledge of letter-sound relationships</li> <li>✓ analyzing word structures</li> <li>✓ using context clues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and rarely demonstrates proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>

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<p>Makes inferences based on text information (WI A 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p><b>Student is reading instructionally at levels P through S and:</b></p> <ul style="list-style-type: none"> <li>▪ Gains additional meaning (as grade appropriate) by making inferences</li> <li>▪ Uses a variety of grade appropriate reading materials to understand plots, make predictions, and relate readings to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and rarely demonstrates proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>

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<p>Applies reading strategies to process and comprehend text(s) at a variety of type and length.</p> <p><b>Instructional Expectation:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher models and provides practice of comprehension strategies: makes connections, questions, visualizes, determines importance, infers, predicts, synthesizes</li> <li>▪ Teacher models and provides practice with a variety of non-fiction and fiction materials</li> </ul> <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p><b>Student is reading instructionally at levels P through S and:</b></p> <ul style="list-style-type: none"> <li>▪ Responses (oral &amp; written) demonstrate strategy use and clear understanding</li> <li>▪ Comprehends by using strategies such as:               <ul style="list-style-type: none"> <li>✓ activating prior knowledge</li> <li>✓ establishing purpose</li> <li>✓ making predictions</li> <li>✓ finding context clues</li> <li>✓ developing visual images</li> <li>✓ applying knowledge of text structures</li> <li>✓ making connections</li> <li>✓ determining importance</li> <li>✓ asking questions</li> <li>✓ synthesizing information</li> </ul> </li> <li>▪ Demonstrates effective behaviors such as:               <ul style="list-style-type: none"> <li>✓ self-correcting &amp; self-monitoring</li> <li>✓ rereading</li> <li>✓ adjusting reading rate according to purpose and difficulty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and rarely demonstrates proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>

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<p>Summarizes or retells a variety of texts or materials (WI A 4.2, WI A 4.3 and WI A 4.4)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p>Using a variety of literature, informational texts, and other print sources, student:</p> <ul style="list-style-type: none"> <li>▪ Retells main events/ideas and details</li> <li>▪ Identifies cause-and-effect relationships</li> <li>▪ Makes connections (text-text, text-self, etc.) as grade appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>
<p>Identifies setting, characters and plot of story (WI A 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade appropriately recognizes and recalls elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>

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<p>Reads a variety of materials for enjoyment and information at independent level (WI A 4.1 and WI A 4.3)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> <li>▪ Reads for 50+ minutes (developing reading stamina and skill)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies a purpose for reading, such as:                             <ul style="list-style-type: none"> <li>✓ gaining information</li> <li>✓ learning about a viewpoint</li> <li>✓ appreciating literature</li> <li>✓ discovery</li> <li>✓ enjoyment</li> </ul> </li> <li>▪ Reads for 30-40 minutes (developing reading stamina and skill)</li> <li>▪ Reads from different genres choosing books by author, topic or specific information</li> <li>▪ Chooses appropriately-leveled material for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>

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<p>Uses a variety of research skills</p> <p><b>Instructional Expectation:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher integrates research reading into all curricular areas</li> </ul> <p>(WI A 4.1, WI A 4.4 and WI F 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p><b>With teacher guidance:</b></p> <ul style="list-style-type: none"> <li>▪ With a given topic and question, student seeks appropriate information by investigating available text resources</li> <li>▪ Understands how text and illustrations connect to convey meaning</li> <li>▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding</li> <li>▪ Recognizes and acknowledges pertinent information (blending discoveries into answers)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> <li>▪ Student struggles to continue research process without teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> </ul>
<p>Completes assignments on time and with care</p>	<ul style="list-style-type: none"> <li>▪ Completes all assignments on time and with care</li> <li>▪ Always uses reading time effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completes almost all assignments on time and with care</li> <li>▪ Uses reading time effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completes some assignments on time and with care</li> <li>▪ Inconsistently uses reading time effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely completes assignments on time or with care</li> <li>▪ Rarely uses reading time effectively</li> </ul>