

Semester TWO Rubric – GRADE 4

**Writing**

Report Card Line	4 <b>ADVANCED</b>	3 <b>PROFICIENT</b>	2 <b>BASIC</b>	1 <b>MINIMAL</b>
Prewrites using grade appropriate strategies	<p>Independently demonstrates all proficient prewrite skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Understands connection between genre and prewrite strategies</li> </ul>	<ul style="list-style-type: none"> <li>♣ Considers purpose (to describe, to inform, to explain)</li> <li>♣ Considers genre (narrative, creative, expository)</li> <li>♣ Considers audience</li> <li>♣ Generates ideas (brainstorms independently &amp; w/ peers, from verbal and/or written prompt)</li> <li>♣ Seeks and gathers information</li> <li>♣ Uses grade-appropriate strategies and tools to organize ideas (graphic organizers, lists, webs, and notes)</li> <li>♣ Narrows topic</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient prewrite skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient prewrite skills and/or requires intensive teacher help</li> </ul>
Creates draft from prewrite ideas	<p>Independently demonstrates all proficient drafting skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Elaborates appropriately beyond grade-level expectations</li> <li>♣ Considers and applies Six Traits when drafting</li> </ul>	<ul style="list-style-type: none"> <li>♣ Creates draft from prewrite activities</li> <li>♣ Re-reads while drafting</li> <li>♣ Creates a draft that makes sense</li> <li>♣ Develops text with purpose</li> <li>♣ Attempts to include genre characteristics in first draft</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient drafting skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient drafting skills and/or requires intensive teacher help</li> </ul>

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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Conferences and reflects to improve writing	<p>Independently demonstrates all proficient conferencing skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Seeks and effectively utilizes conferencing throughout writing process</li> </ul>	<ul style="list-style-type: none"> <li>♣ Re-reads own writing</li> <li>♣ Shares writing with teacher and peers</li> <li>♣ Seeks and considers feedback from teachers and peers</li> <li>♣ Uses Six Trait vocabulary while conferencing</li> </ul> <p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Identifies focus for conference</li> </ul>	<p>Demonstrates some proficient conferencing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be reluctant to share and conference</li> <li>♣ Shares without purpose</li> </ul>	<p>Demonstrates few proficient conferencing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be resistant to share and conference</li> <li>♣ Does not understand concept of conferencing</li> </ul>
Revises writing using Six Trait criteria	<p>Independently demonstrates all proficient revision skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Revision dramatically enhances original draft</li> </ul>	<p>Based on conferences and self-assessment, student uses 6 Trait criteria to:</p> <ul style="list-style-type: none"> <li>┌ Add, subtract or rearrange text to clarify ideas, meaning and improve word choice</li> <li>┌ Recognize that text has a structure and a genre</li> <li>┌ Organize text to convey message, topic or idea</li> <li>┌ Attempt to include own voice in writing</li> <li>┌ Adjust word order for fluency</li> </ul> <ul style="list-style-type: none"> <li>♣ Improves draft by using resource materials (dictionary, thesaurus, reference books, technology, etc)</li> </ul>	<p>Demonstrates some proficient revision skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be reluctant to revise</li> </ul>	<p>Demonstrates few proficient revision skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be resistant to revise</li> </ul>

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Edits writing for conventions	<p>Independently demonstrates all proficient editing skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Appropriate use of conventions enhances readability</li> <li>♣ Experiments with conventions for stylistic effect</li> </ul>	<ul style="list-style-type: none"> <li>♣ Independently identifies and corrects most capitalization, punctuation, grammar and spelling errors according to grade-level convention chart</li> <li>♣ Uses grade-level editing marks</li> </ul> <p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Appropriately uses reference materials to assist in editing (as needed)</li> </ul>	<p>Demonstrates some proficient editing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be reluctant to edit</li> </ul>	<p>Demonstrates few proficient editing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be resistant to edit</li> </ul>
<p>Spells NO EXCUSE WORDS correctly in everyday writing</p> <p><b>TEACHER NOTE</b> Do not use quarterly NO EXCUSE WORD list assessment as basis for scoring. The focus is on student proficiency with correct spelling of grade level NO EXCUSE WORDS in daily writing.</p>	<ul style="list-style-type: none"> <li>♣ Consistently spells and uses NO EXCUSE WORDS correctly in writing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Spells and uses NO EXCUSE WORDS in writing with minimal errors utilizing NO EXCUSE WORD resources</li> </ul>	<ul style="list-style-type: none"> <li>♣ Spells and uses NO EXCUSE WORDS with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>♣ Does not attend to accuracy of spelling or usage of NO EXCUSE WORDS in writing</li> </ul>
Publishes and shares writing with an audience	<p>Independently demonstrates all proficient publishing skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> <li>♣ Uses visual aids as appropriate</li> <li>♣ Publishes in a variety of formats including technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>♣ Uses the writing process to publish a piece of writing</li> <li>♣ Shares final product with class / intended audience when possible</li> <li>♣ Demonstrates pride of ownership and neatness</li> <li>♣ Publishes in a variety of ways (handwritten, word processed, software presentation, visual aid)</li> </ul>	<p>Demonstrates some proficient publishing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be reluctant to publish and/or share</li> </ul>	<p>Demonstrates few proficient publishing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>♣ May be resistant to publish and/or share</li> </ul>



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## Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Identifies and uses craft from published authors in own writing	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient craft skills</li> </ul>	<ul style="list-style-type: none"> <li>♣ Pretends to be audience for own work (Rereads as a “reader”)</li> <li>♣ Uses vocabulary of a writer including but not limited to:                             <ul style="list-style-type: none"> <li>♣ Dialogue</li> <li>♣ Alliteration</li> <li>♣ Onomatopoeia</li> <li>♣ Plot</li> <li>♣ Rhyme &amp; Rhythm</li> <li>♣ Simile</li> <li>♣ Stanza</li> </ul> </li> <li>♣ Recognizes a craft in literature (Rereads as a writer)</li> <li>♣ Selects a craft from published writing and mimics it in own writing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient craft skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient craft skills and/or requires intensive teacher help</li> </ul>
Demonstrates legible handwriting in daily work	<p>Independently demonstrates all proficient handwriting skills and:</p> <ul style="list-style-type: none"> <li>♣ Completes most assignments in cursive</li> </ul>	<ul style="list-style-type: none"> <li>♣ Maintains manuscript handwriting skills developed in previous grades</li> <li>♣ Uses cursive writing when requested (may use visual aid)</li> <li>♣ Writing is neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient handwriting skills and/or may require teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient handwriting skills and/or requires intensive teacher help</li> </ul>

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Uses time effectively during Writer’s Workshop	Independently demonstrates all proficient skills and exceeds grade level expectations during Writer’s Workshop and: ♣ Focuses intensely, may get lost in work ∅	♣ Follows established Writer’s Workshop procedures ♣ Meets project deadlines as set by self or teacher ♣ Maintains focus during independent writing time	♣ Requires frequent reminders to begin work and/or stay on task ♣ Meets some deadlines as set by self or teacher	♣ Reluctantly participates in Writer’s Workshop ♣ Often off task ♣ Seldom meets deadlines