**Grade 4 Performance Rubrics: ELA**

**Academic Standards Indicators**

EX= Exceeds: Exceeding grade-level standard for trimester

MS= Meets: Meeting grade-level standard for trimester

PR= Progressing: Progressing toward grade-level standard for trimester

NI= Needs Improvement: Demonstrating minimal or no progress and at risk for not meeting grade-level standard for trimester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Use evidence from the text to describe facts, details, make inferences (RL.4.1)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to describe facts, key details, and make inferences from appropriately leveled texts | Able to describe facts, key details, and make inferences from appropriately leveled texts some of the time | Able to describe facts, key details, and make inferences from appropriately leveled texts | Refer to evidence in the text to describe facts, key details, and make inferences from appropriately leveled or complex texts |
| 2 | Unable to describe facts, key details, and make inferences from appropriately leveled texts | Able to describe facts, key details, and make inferences from appropriately leveled texts some of the time | Able to describe facts, key details, and make inferences from appropriately leveled texts | Refer to evidence in the text to describe facts, key details, and make inferences from appropriately leveled or complex texts |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Determine a theme and summarize the text (RL.4.2)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to identify and explain the theme of the literature; unable to summarize leveled text | Able to identify and explain the theme and summarize of the literature being studied some of the time | Able to identify and explain the theme of the literature being studied and summarize leveled texts | Able to identify and explain the theme of the literature being studied and can make text-based connections (text to text, text to self, text to world); offers strong summaries of leveled texts which addresses all essential components of the theme |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Describe a character, setting, or event in a story or drama, using details from the text (RL.4.3)** | | | | |
|  | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text some of the time | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text; able to provide a vivid and in-depth description as to how each of these elements contribute to the overall text |
| 2 | Unable to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text some of the time | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text | Able to identify and explain the literature’s elements - characters, setting, and major story events and how each plays an integral role in the text; able to provide a vivid and in-depth description as to how each of these elements contribute to the overall text |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Determine the meaning of key words and phrases in a text (RL.4.4)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to determine the meaning of key words and phrases as they are used in appropriately leveled texts | Able to determine the meaning of key words and phrases as they are used in appropriately leveled texts some of the time | Able to determine the meaning of key words and phrases as they are used in appropriately leveled texts | Able to determine the meaning of key words and phrases as they are used in complex or above grade leveled texts |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Explain the difference between poems, dramas and prose (RL.4.5)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to describe facts, key details, and make inferences from appropriately leveled texts | Able to describe facts, key details, and make inferences from appropriately leveled texts some of the time; explain these characteristics of a poem or drama when writing or speaking about the text some of the time | Able to identify and understand the distinction between the major elements of a poem (e.g. verse, rhythm, and meter) or drama (e.g. characters, setting, dialogue, etc); able to explain these characteristics of a poem or drama when writing or speaking about the text | Able to identify and understand the distinction between the major elements of a poem (e.g. verse, rhythm, and meter) or drama (e.g. characters, setting, dialogue, etc); able to explain these characteristics of a poem or drama when writing or speaking about the text and elaborate on how each of these components affect the overall theme, presence, and feeling of the text |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Compare and contrast the point of view in different stories. Recognize first and third person in stories (RL.4.6)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to describe facts, key details, and make inferences from appropriately leveled text; unable to effectively compare and contrast points of view in different stories | Able to describe facts, key details, and make inferences from appropriately leveled text some of the time; able to effectively compare and contrast points of view in different stories some of the time | Able to identify the differences between first-person narrative and third-person narrative; able to effectively compare and contrast points of view in different stories | Able to identify the differences between first-person narrative and third-person narrative; able to effectively compare and contrast points of view in different stories; able to elaborate on how the text is affected by the different types of narration (e.g. how personal details will be in a first-person narrative) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Make connections between text and illustrations (RL.4.7)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to make connections between the text and illustrations with appropriately leveled literature | Able to make connections between the text and illustrations within appropriately leveled literature some of the time | Able to make connections between the text and illustrations within appropriately leveled literature | Able to make and elaborate upon in-depth connections between the text and illustrations within appropriately leveled literature |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Literature**   * **Compare and contrast two texts (RL.4.9)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to compare and contrast the themes, topics and events from two separate texts through verbal or written expression | Able to compare and contrast the themes, topics and events from two separate texts through verbal or written expression some of the time | Able to compare and contrast the themes, topics and events from two separate texts through verbal or written expression | Able to integrate information gained from two separate texts through verbal or written expressions; extends understanding in providing details from each text and how these details from each text contribute to a stronger understanding of the texts’ subject matter. |
| 2 | Unable to compare and contrast the themes, topics and events from two separate texts through verbal or written expression | Able to compare and contrast the themes, topics and events from two separate texts through verbal or written expression some of the time | Able to compare and contrast the themes, topics and events from two separate texts through verbal or written expression | Able to integrate information gained from two separate texts through verbal or written expressions; extends understanding in providing details from each text and how these details from each text contribute to a stronger understanding of the texts’ subject matter. |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Use details from the text to explain and to make inferences (RI.4.1)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Unable to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly some of the time; Able to refer to details and examples in an appropriately level text when drawing inferences some of the time | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Able to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an above grade level text when explaining what the texts says explicitly; demonstrate a deeper understanding of the text through the use of inferences made from text details |
| 2 | Unable to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Unable to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly some of the time; Able to refer to details and examples in an appropriately level text when drawing inferences some of the time | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Able to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an above grade level text when explaining what the texts says explicitly; demonstrate a deeper understanding of the text through the use of inferences made from text details |
| 3 | Unable to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Unable to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly some of the time; Able to refer to details and examples in an appropriately level text when drawing inferences some of the time | Able to refer to details and examples in an appropriately leveled text when explaining what the texts says explicitly; Able to refer to details and examples in an appropriately leveled text when drawing inferences | Able to refer to details and examples in an above grade level text when explaining what the texts says explicitly; demonstrate a deeper understanding of the text through the use of inferences made from text details |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Use details to support the main idea when summarizing the text (RI.4.2)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable use details to support the main idea when summarizing an appropriately leveled text | Able to use details to support the main idea when summarizing an appropriately leveled text some of the time | Able to use details to support the main idea when summarizing an appropriately leveled text | Able to consistently and independently use details to support the main idea when summarizing an appropriately leveled text some of the time |
| 2 | Unable use details to support the main idea when summarizing an appropriately leveled text | Able to use details to support the main idea when summarizing an appropriately leveled text some of the time | Able to use details to support the main idea when summarizing an appropriately leveled text | Able to consistently and independently use details to support the main idea when summarizing an appropriately leveled text some of the time |
| 3 | Unable use details to support the main idea when summarizing an appropriately leveled text | Able to use details to support the main idea when summarizing an appropriately leveled text some of the time | Able to use details to support the main idea when summarizing an appropriately leveled text | Able to consistently and independently use details to support the main idea when summarizing an appropriately leveled text some of the time |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Explain events, procedures, and ideas in a text and why they happen (RI.4.3)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to identify and explain the events, procedures and ideas within appropriately leveled text; unable to provide support for why these events, procedures, and ideas happened | Able to identify and explain the events, procedures and ideas within appropriately leveled text some of the time; able to provide support for why these events, procedures, and ideas happened some of the time | Able to identify and explain the events, procedures and ideas within appropriately leveled text; able to provide support for why these events, procedures, and ideas happened | Consistently able to identify and explain the events, procedures and ideas within above grade- level text; able to provide detailed support for why these events, procedures, and ideas happened |
| 3 | Unable to identify and explain the events, procedures and ideas within appropriately leveled text; unable to provide support for why these events, procedures, and ideas happened | Able to identify and explain the events, procedures and ideas within appropriately leveled text some of the time; able to provide support for why these events, procedures, and ideas happened some of the time | Able to identify and explain the events, procedures and ideas within appropriately leveled text; able to provide support for why these events, procedures, and ideas happened | Consistently able to identify and explain the events, procedures and ideas within above grade- level text; able to provide detailed support for why these events, procedures, and ideas happened |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Determine the meaning of words in informational text (RI.4.4)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to determine meaning of words in grade-level text | Able to determine meaning of words in grade-level text some of the time | Able to determine meaning of words in grade-level text | Consistently able to determine meaning of words in above grade-level text |
| 2 | Unable to determine meaning of words in grade-level text | Able to determine meaning of words in grade-level text some of the time | Able to determine meaning of words in grade-level text | Consistently able to determine meaning of words in above grade-level text |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Determine and describe a text’s structure (RI.4.5)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text | Able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text some of the time | Able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text | Consistently able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in above grade-level text |
| 2 | Unable to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text | Able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text some of the time | Able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in appropriately leveled text | Consistently able to understand the text structure, such as sequence of events, comparing and contrasting text ideas, cause/effect relationships, or problem/solution relationships described in above grade-level text |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Compare and contrast a firsthand and secondhand account of the same event or topic (RI.4.6)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to compare and contrast a firsthand and secondhand account for the same event or topic; unable to describe the differences in the focus of, and information within, the accounts | Able to compare and contrast a firsthand and secondhand account for the same event or topic some of the time; able to describe the differences in the focus of, and information within, the accounts some of the time | Able to compare and contrast a firsthand and secondhand account for the same event or topic; able to describe the differences in the focus of, and information within, the accounts | Consistently able to compare and contrast a firsthand and secondhand account for the same event or topic; able to describe the differences in the focus of, and information within, the accounts; able to identify the degree of reliability each account has on the events |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Read and explain information presented visually, orally or quantitatively (RI.4.7)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to interpret information presented in charts, graphs, diagrams, timelines, animations, or online resources and explain how the information supports the text | Able to interpret information presented in charts, graphs, diagrams, timelines, animations, or online resources and explain how the information supports the text with some accuracy | Able to interpret information presented in charts, graphs, diagrams, timelines, animations, or online resources and explain how the information supports the text | Able to analyze text features and resources to demonstrate a deeper understanding of the text |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Explain how an author uses reasons and evidence (RI.4.8)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to understand and explain how an author uses reasons and evidence to support particular points within a text | Able to understand and explain how an author uses reasons and evidence to support particular points within a text some of the time | Able to understand and explain how an author uses reasons and evidence to support particular points within a text | Able to understand and explain how an author uses reasons and evidence to support particular points within a text; explain how an author’s reason and evidence supports individual points or claims that the author makes |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Informational Text**   * **Write or speak about a topic using two texts (RI.4.9)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to integrate information gained from two separate texts through verbal or written expression | Able to integrate information gained from two separate texts through verbal or written expression some of the time | Able to integrate information gained from two separate texts through verbal or written expression | Consistently able to integrate information gained from several texts on the same topic through verbal or written expression |
| 2 | Unable to integrate information gained from two separate texts through verbal or written expression | Able to integrate information gained from two separate texts through verbal or written expression some of the time | Able to integrate information gained from two separate texts through verbal or written expression | Consistently able to integrate information gained from several texts on the same topic through verbal or written expression |
| 3 | Unable to integrate information gained from two separate texts through verbal or written expression | Able to integrate information gained from two separate texts through verbal or written expression some of the time | Able to integrate information gained from two separate texts through verbal or written expression | Consistently able to integrate information gained from several texts on the same topic through verbal or written expression |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading: Foundational Skills**   * **Apply grade-level phonics and word analysis skills (RF.4.3)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to apply grade level phonics and word analysis skills (Letter Name - Middle Within Word Pattern) | Able to apply grade-level phonics and word analysis skills (Late Within Word Pattern) some of the time | Able to apply grade-level phonics and word analysis skills (Early Syllables & Affixes) | Able to apply phonics and word analysis skills to above grade-level words (Middle Syllables & Affixes to Derivational Relations) |
| 2 | Unable to apply grade level phonics and word analysis skills (Letter Name - Middle Within Word Pattern) | Able to apply grade-level phonics and word analysis skills (Late Within Word Pattern) some of the time | Able to apply grade-level phonics and word analysis skills (Early Syllables & Affixes) | Able to apply phonics and word analysis skills to above grade-level words (Middle Syllables & Affixes to Derivational Relations) |
| 3 | Unable to apply grade level phonics and word analysis skills (Letter Name - Late Within Word Pattern) | Able to apply grade-level phonics and word analysis skills (Early Syllables & Affixes) | Able to apply grade-level phonics and word analysis skills (Middle Syllables & Affixes) | Able to apply phonics and word analysis skills to above grade-level words (Middle Syllables & Affixes to Derivational Relations) |
| **Teacher Note: Please refer to the Words Their Way Grade Level Expectations Chart** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Follow the structure of the genre (Opinion) (W.4.1)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to meet most components for writing a quality opinion piece (introduce a clearly stated opinion, provide reasons and facts to support the opinion, use smooth transitions, and a conclusion) | Able to meet most components for writing a quality opinion piece (introduce a clearly stated opinion, provide reasons and facts to support the opinion, use smooth transitions, and a conclusion) some of the time | Able to meet all components for writing a quality opinion piece (introduce a clearly stated opinion, provide reasons and facts to support the opinion, use smooth transitions, and a conclusion) | Consistently able to meet most or all components for writing a quality opinion piece (introduce a clearly stated opinion, provide reasons and facts to support the opinion, use smooth transitions, and a conclusion); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Follow the structure of the genre (Informational) ( (W.4.2)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 | Unable to meet most components (topic, development of relevant information, text features, and a concluding statement) for informational writing | Able to meet most components (topic, development of relevant information, text features, and a concluding statement) for informational writing some of the time | Able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing | Able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Follow the structure of the genre (Narrative) ( (W.4.3)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to meet most or all components of a quality narrative writing piece (develop real or imagined characters, use descriptive and sensory details, convey clear sequences, provide a conclusion) | Able to meet most or all components of a quality narrative writing piece (develop real or imagined characters, use descriptive and sensory details, convey clear sequences, provide a conclusion) some of the time | Able to meet most or all components of a quality narrative writing piece (develop real or imagined characters, use descriptive and sensory details, convey clear sequences, provide a conclusion) | Consistently able to meet most or all components of a quality narrative writing piece (develop real or imagined characters, use descriptive and sensory details, convey clear sequences, provide a conclusion); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Use the correct structure for writing (W.4.4)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated some of the time | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |
| 2 | Unable to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated some of the time | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |
| 3 | Unable to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated some of the time | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated | Able to produce clear and coherent writing that is appropriate to the task, purpose, and audience designated; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Plan, revise, edit and rewrite pieces (W.4.5)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Does not generally seek the guidance of teachers or collaborate with peers to plan, revise, and edit writing | Requires additional prompting and support to work with teachers and peers in order to plan, revise and edit writing | With guidance from peers and teachers, able to plan, revise and edit writing in a manner that demonstrates an awareness of how to make improvements | Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how to make improvements |
| 2 | Does not generally seek the guidance of teachers or collaborate with peers to plan, revise, and edit writing | Requires additional prompting and support to work with teachers and peers in order to plan, revise and edit writing | With guidance from peers and teachers, able to plan, revise and edit writing in a manner that demonstrates an awareness of how to make improvements | Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how to make improvements |
| 3 | Does not generally seek the guidance of teachers or collaborate with peers to plan, revise, and edit writing | Requires additional prompting and support to work with teachers and peers in order to plan, revise and edit writing | With guidance from peers and teachers, able to plan, revise and edit writing in a manner that demonstrates an awareness of how to make improvements | Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how to make improvements |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Use technology to produce and publish writing (W.4.6)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to use technology appropriately when producing and publishing writing | Able to use technology appropriately some of the time when producing and publishing writing | Able to use technology appropriately when producing and publishing writing | Independently able to use technology appropriately when producing and publishing writing |
| 2 | Unable to use technology appropriately when producing and publishing writing | Able to use technology appropriately some of the time when producing and publishing writing | Able to use technology appropriately when producing and publishing writing | Independently able to use technology appropriately when producing and publishing writing |
| 3 | Unable to use technology appropriately when producing and publishing writing | Able to use technology appropriately some of the time when producing and publishing writing | Able to use technology appropriately when producing and publishing writing | Independently able to use technology appropriately when producing and publishing writing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Conduct short research projects (W.4.7)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Able to conduct short research projects using multiple sources in order to build knowledge about a particular topic some of the time | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic; Research demonstrates a sophistication not typically found in grade level |
| 2 | Unable to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Able to conduct short research projects using multiple sources in order to build knowledge about a particular topic some of the time | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic; Research demonstrates a sophistication not typically found in grade level |
| 3 | Unable to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Able to conduct short research projects using multiple sources in order to build knowledge about a particular topic some of the time | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic | Independently able to conduct short research projects using multiple sources in order to build knowledge about a particular topic; Research demonstrates a sophistication not typically found in grade level |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Recall and organize information from experiences, print, or digital sources (W.4.8)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to recall and organize information from experiences or gather information from print or electronic sources; unable to take brief notes from these sources and sort evidence into provided categories and provide a list of sources | Able to recall and organize information from experiences or gather information from print or electronic sources some of the time; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources some of the time | Able to recall and organize information from experiences or gather information from print or electronic sources; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources | Independently able to recall and organize information from experiences or gather information from print or electronic sources; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources; demonstrates a sophistication not typically found in grade level |
| 2 | Unable to recall and organize information from experiences or gather information from print or electronic sources; unable to take brief notes from these sources and sort evidence into provided categories and provide a list of sources | Able to recall and organize information from experiences or gather information from print or electronic sources some of the time; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources some of the time | Able to recall and organize information from experiences or gather information from print or electronic sources; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources | Independently able to recall and organize information from experiences or gather information from print or electronic sources; able to take brief notes from these sources and sort evidence into provided categories and provide a list of sources; demonstrates a sophistication not typically found in grade level |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Use evidence from texts to reflect on and write about literature and informational texts (W.4.9)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research | Able to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research some of the time | Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research | Independently able to apply evidence gathered from above grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research research |
| 2 | Unable to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research | Able to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research some of the time | Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research | Independently able to apply evidence gathered from above grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research research |
| 3 | Unable to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research | Able to apply evidence gathered from grade level appropriate **literary and informational** texts to support written analysis, reflection, and research some of the time | Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research | Independently able to apply evidence gathered from above grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and Able to apply evidence gathered from grade level appropriate **literary** and **informational** texts to support written analysis, reflection, and research research |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**   * **Write a variety of pieces for different purposes, tasks, and audiences (W.4.10)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to keep both long and short term writing on target within various pieces; does not seek peer or teacher input to apply qualities or each type of piece appropriately | Able to keep both long and short term writing on target within various pieces some of the time; with peer or teacher input, able to apply qualities of each type of piece appropriately some of the time | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately; writing demonstrates a sophistication not typically found in grade level |
| 2 | Unable to keep both long and short term writing on target within various pieces; does not seek peer or teacher input to apply qualities or each type of piece appropriately | Able to keep both long and short term writing on target within various pieces some of the time; with peer or teacher input, able to apply qualities of each type of piece appropriately some of the time | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately; writing demonstrates a sophistication not typically found in grade level |
| 3 | Unable to keep both long and short term writing on target within various pieces; does not seek peer or teacher input to apply qualities or each type of piece appropriately | Able to keep both long and short term writing on target within various pieces some of the time; with peer or teacher input, able to apply qualities of each type of piece appropriately some of the time | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately | Able to keep both long and short term writing on target within various pieces; with peer or teacher input, able to apply qualities of each type of piece appropriately; writing demonstrates a sophistication not typically found in grade level |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Speaking and Listening**   * **Participate in class discussions (SL.4.1)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas; express own ideas clearly | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas; express own ideas clearly some of the time | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas; express own ideas clearly | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas; express own ideas clearly; able to stay on topic and link comments to the responses of others |
| 2 | Unable to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly some of the time; able to stay on topic and link comments to the responses of others some of the time | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly; able to stay on topic and link comments to the responses of others | Able to articulately engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build and extend on others’ ideas and express own ideas clearly; asks pertinent questions to confirm understanding of information presented, able to stay on topic and link comments to the responses of others |
| 3 | Unable to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly some of the time; able to stay on topic and link comments to the responses of others some of the time | Able to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build on others’ ideas and express own ideas clearly; able to stay on topic and link comments to the responses of others | Able to articulately engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) on grade-level topics and build and extend on others’ ideas and express own ideas clearly; asks pertinent questions to confirm understanding of information presented, able to stay on topic and link comments to the responses of others |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Speaking and Listening**   * **Speak clearly when reporting on a topic (SL.4.2; SL.4.4)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to communicate a summary of information obtained from forms of media (written text, video, audio, etc); unable to report or speak clearly on a given topic | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic some of the time | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic | Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic |
| 2 | Unable to communicate a summary of information obtained from forms of media (written text, video, audio, etc); unable to report or speak clearly on a given topic | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic some of the time | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic | Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic |
| 3 | Unable to communicate a summary of information obtained from forms of media (written text, video, audio, etc); unable to report or speak clearly on a given topic | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic some of the time | Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic | Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc); able to report or speak clearly on a given topic |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Speaking and Listening**   * **Identify the purpose and provide evidence that supports a speaker’s points (SL.4.3)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to identify the purpose, reasons, and evidence that a speaker provides to support particular points | Able to identify the purpose, reasons, and evidence that a speaker provides to support particular points some of the time | Able to independently identify the purpose, reasons, and evidence that a speaker provides to support particular points | Able to independently explain and elaborate upon the purpose, reasons, and evidence that a speaker provides to support particular points |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language**   * **Use conventions of English grammar when writing and speaking (L.4.1)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to use many of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) some of the time | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to demonstrate a strong command of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) |
| 2 | Unable to use many of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) some of the time | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to demonstrate a strong command of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) |
| 3 | Unable to use many of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) some of the time | Able to use standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) | Able to demonstrate a strong command of the conventions of standard English grammar and usage when writing and speaking (relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, ordering of adjectives, prepositional phrases, complete sentences) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language**   * **Use capitalization, spelling, and punctuation correctly (L.4.2)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to use correct capitalization; unable to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Able to use correct capitalization some of the time; able to correctly use commas and quotation marks some of the time, and spell grade-level appropriate words correctly some of the time | Able to use correct capitalization; able to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Consistently uses correct capitalization; consistently able to correctly use commas and quotation marks, and spell above grade-level appropriate words correctly |
| 2 | Unable to use correct capitalization; unable to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Able to use correct capitalization some of the time; able to correctly use commas and quotation marks some of the time, and spell grade-level appropriate words correctly some of the time | Able to use correct capitalization; able to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Consistently uses correct capitalization; consistently able to correctly use commas and quotation marks, and spell above grade-level appropriate words correctly |
| 3 | Unable to use correct capitalization; unable to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Able to use correct capitalization some of the time; able to correctly use commas and quotation marks some of the time, and spell grade-level appropriate words correctly some of the time | Able to use correct capitalization; able to correctly use commas and quotation marks, and spell grade-level appropriate words correctly | Consistently uses correct capitalization; consistently able to correctly use commas and quotation marks, and spell above grade-level appropriate words correctly |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language**   * **Determine the meaning of unknown and multiple-meaning words (L.4.4)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 | Unable to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) | Able to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) some of the time | Able to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) | Able to determine the meaning of above grade-level unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) |
| 2 | Unable to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) | Able to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) some of the time | Able to determine the meaning of unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) | Able to determine the meaning of above grade-level unknown and multiple-meaning words using a variety of strategies (context, grade-appropriate affixes and roots, use of reference materials) |
| 3 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language**   * **Demonstrate understanding of figurative language (L.4.5)** | | | | |
| **Trimester** | **NI** | **PR** | **MS** | **EX** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Unable to demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs) | Able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs) some of the time | Able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs) | Effectively uses figurative language; demonstrates a strong understanding of word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs) |