

# Fourth Grade Literacy Rubric

<b>Fourth Grade Literacy Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Fluency</b>				
Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension	Reads grade level texts with: <ul style="list-style-type: none"> <li>• Rate = &lt; 80 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	Reads grade level texts with: <ul style="list-style-type: none"> <li>• Rate = 80-110 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	Consistently reads grade level text with: <ul style="list-style-type: none"> <li>• Rate = &gt;125 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	
<b>Reading Comprehension: Literature</b>				
Identifies key ideas & details in a grade level literature text and understands how author's use craft and structure to communicate a message	Requires teacher support to answer literal and inferential questions; summarize a text; identify the theme; use evidence to support thinking; Interpret words and phrases as they are used in a text; identify structural elements of a text; compare/contrast themes, events, and points of view within and across texts	Inconsistently answers literal and inferential questions; summarizes a text; identifies the theme; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts themes, events, and points of view within and across texts	Consistently answers literal and inferential questions; summarizes a text; identifies the theme; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts themes, events, and points of view within and across texts	Mastery of grade level standards with application of knowledge and skills consistently above grade level
<b>Reading Comprehension: Informational</b>				
Identifies key ideas & details in a grade level informational text and understands how author's use craft and structure to communicate a message	Requires teacher support to answer literal and inferential questions; summarize a text; identify the main idea and key details of a text; use evidence to support thinking; interpret words and phrases as they are used in a text; identify structural elements of a text; compare/contrast firsthand and secondhand accounts of an event or topic	Inconsistently answers literal and inferential questions; summarizes a text; identifies the main idea and key details of a text; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts firsthand and secondhand accounts of an event or topic	Consistently answers literal and inferential questions; summarizes a text; identifies the main idea and key details of a text; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts firsthand and secondhand accounts of an event or topic	Mastery of grade level standards with application of knowledge and skills consistently above grade level
<b>Writing</b>				
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	Generates ideas for writing a narrative; may use those ideas to prewrite and/or write a narrative	Generates ideas for writing a narrative, and uses those ideas to prewrite; writes a narrative which may include characters, setting, a problem, and a resolution; inconsistently includes proper grammar and conventions	Writes a four or more paragraph narrative with a clear sequence for characters, setting, problem and resolution; uses dialogue to describe actions/thoughts/ feelings; uses sensory details to convey experiences; sentences include proper grammar and proper conventions	Writes a four or more paragraph narrative with a clear sequence for characters, setting, problem and resolution; uses dialogue to describe actions/thoughts/ feelings; uses sensory details to convey experiences; sentences vary in length and complexity to convey meaning; sentences include proper grammar and proper conventions

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<b>Writing</b>				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Writes an informative/explanatory text in which the writer includes factual information about the topic	Writes an informative/explanatory essay of three or more paragraphs in which the writer introduces the topic; organizes information about the topic and provides a conclusion; inconsistently includes proper grammar and conventions	Writes an informative/explanatory essay of three or more paragraphs in which the writer introduces the topic; organizes information clearly; develops the topic with facts, definitions, details, and quotations; and provides a concluding section; sentences include proper grammar and proper conventions	Writes an informative/ explanatory essay of three or more paragraphs in which the writer introduces the topic; organizes information clearly; develops the topic with facts, definitions, details, and quotations; and provides a concluding section; sentences vary in length and complexity to convey meaning; sentences include proper grammar and proper conventions
Write opinion pieces on topics or texts, supporting a point of view with reasons	Writes an opinion piece that states a personal opinion, includes reasons that may or may not support opinion	Generates ideas for writing an opinion piece, and uses those ideas to prewrite; writes an opinion piece which may include evidence with relevant explanations to support opinion; inconsistently includes proper grammar and conventions	Writes an opinion piece that clearly states the author's opinion; creates an organizational structure that includes three pieces of evidence with relevant explanations to support opinion; conclusion restates opinion in a different way; sentences include proper grammar and conventions	Writes an opinion piece that clearly states the author's opinion; creates an organizational structure that includes three pieces of evidence with relevant explanations to support opinion; conclusion restates opinion in a different way; sentences include proper grammar and conventions; sentences vary in length and complexity to convey meaning

# Fourth Grade Math Rubric

Fourth Grade Math Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Factors &amp; Multiples</b>			
Applies <u>understanding of multiplication and area to work with factors and multiples.</u>	Understanding is limited when using multiplication and area to work with factors and multiples; requires significant teacher support.	Inconsistently applies understanding of multiplication and area to work with factors and multiples.	Consistently applies understanding of multiplication and area to work with factors and multiples.
<b>Fraction Equivalence &amp; Comparison</b>			
Generates and <u>reasons about equivalent fractions and compare and order fractions</u> with the following denominators: 2-8, 10, 12, 100.	Understanding is limited when reasoning about equivalent fractions and putting fractions in order; requires significant teacher support.	Inconsistently reasons about equivalent fractions and puts fractions in order.	Consistently reasons about equivalent fractions and puts fractions in order.
<b>Extending Operations to Fractions</b>			
Demonstrates <u>understanding that a fraction is a product of a whole number and a unit fraction.</u>	Understanding is limited when demonstrating understanding that a fraction is a product of a whole number and a unit fraction; requires significant teacher support.	Inconsistently demonstrates understanding that a fraction is a product of a whole number and a unit fraction.	Consistently demonstrates understanding that a fraction is a product of a whole number and a unit fraction.
<u>Adds and subtracts fractions with like-denominators.</u>	Understanding is limited when adding and subtracting fractions with like- denominators; requires significant teacher support.	Inconsistently adds and subtracts fractions with like-denominators.	Consistently adds and subtracts fractions with like-denominators.
<b>From Hundredths to Hundred-thousands</b>			
<u>Reads, writes and compares numbers in decimal notation.</u>	Understanding is limited when reading, writing, and comparing numbers in decimal notation; requires significant teacher support.	Inconsistently reads, writes, and compares numbers in decimal notation.	Consistently reads, writes, and compares numbers in decimal notation.
<u>Extends place value understanding for multi-digit whole numbers to add and subtract</u> within 1,000,000	Understanding is limited when extending place value understanding for multi-digit whole numbers to add and subtract within 1,000,000; requires significant teacher support.	Inconsistently extends place value understanding for multi-digit whole numbers to add and subtract within 1,000,000.	Consistently extends place value understanding for multi-digit whole numbers to add and subtract within 1,000,000.
<b>Multiplicative Comparison and Measurement</b>			
Interprets, represents, and <u>solves multiplicative comparison problems</u> using an understanding of the relationship between multiplication and division.	Understanding is limited when interpreting, representing, and solving multiplicative comparison problems using an understanding of the relationship between multiplication and division; requires significant teacher support.	Inconsistently interprets, represents, and solves multiplicative comparison problems using an understanding of the relationship between multiplication and division.	Consistently interprets, represents, and solves multiplicative comparison problems using an understanding of the relationship between multiplication and division.

# Fourth Grade Math Rubric

<u>Converts units of measure</u> within a given system from larger to smaller units.	Understanding is limited when converting units of measure within a given system from larger to smaller units; requires significant teacher support.	Inconsistently converts units of measure within a given system from larger to smaller units.	Consistently converts units of measure within a given system from larger to smaller units.
<b>Multiplying and Dividing Multi-Digit Numbers</b>			
<u>Multiplies multi-digit whole numbers</u> using partial products strategies.	Understanding is limited when multiplying multi-digit whole numbers using partial product strategies; requires significant teacher support.	Inconsistently multiplies multi-digit whole numbers using partial product strategies.	Consistently multiplies multi-digit whole numbers using partial product strategies.
<u>Divides multi-digit whole numbers</u> using partial quotients strategies.	Understanding is limited when dividing multi-digit whole numbers using partial quotients strategies; requires significant teacher support.	Inconsistently divides multi-digit whole numbers using partial quotients strategies.	Consistently divides multi-digit whole numbers using partial quotients strategies.
<u>Solves multi-step problems</u> using the four operations.	Understanding is limited when solving multi-step problems using the four operations; requires significant teacher support.	Inconsistently solves multi-step problems using the four operations.	Consistently solves multi-step problems using the four operations.
<b>Angle and Angle Measurement</b>			
<u>Draw and identify points, rays, segments, angles, and lines</u> , including parallel and perpendicular lines.	Understanding is limited when drawing and identifying points, rays, segments, angles, and lines, including parallel and perpendicular lines; requires significant teacher support.	Inconsistently draws and identifies points, rays, segments, angles, and lines, including parallel and perpendicular lines.	Consistently draws and identifies points, rays, segments, angles, and lines, including parallel and perpendicular lines.
<u>Use a protractor to measure angles and draw angles</u> of given measurements, and identify acute, obtuse, right, and straight angles.	Understanding is limited when using a protractor to measure and draw angles, and identify acute, obtuse, right, and straight angles; requires significant teacher support.	Inconsistently uses a protractor to measure and draw angles and identify acute, obtuse, right, and straight angles.	Consistently uses a protractor to measure and draw angles and identify acute, obtuse, right, and straight angles.
<b>Properties of Two-Dimensional Shapes</b>			
<u>Classify triangles and quadrilaterals</u> based on the properties of their side lengths and angles, and learn about lines of symmetry.	Understanding is limited when classifying triangles and quadrilaterals and learning about lines of symmetry; requires significant teacher support.	Inconsistently classifies triangles and quadrilaterals and learns about lines of symmetry.	Consistently classifies triangles and quadrilaterals, and learns about lines of symmetry.
Use understanding of these attributes to <u>solve problems, including problems involving perimeter and area</u> .	Understanding is limited when using understanding of these attributes to solve problems; requires significant teacher support.	Inconsistently understands these attributes to solve problems.	Consistently understands these attributes to solve problems.

# Fourth Grade Science Rubric

Fourth Grade Science Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Earth Science: Earth's Features</b>			
<u>Identify evidence from patterns</u> in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	<p>With support, uses evidence from models or data to support an explanation and provide reasoning.</p> <p>With support, may use scientific vocabulary in explanation and reasoning.</p> <p>With support, Explains verbally or in writing, the reasons a landscape changes over time.</p>	<p>Partially uses evidence from models or data to support an explanation and provide reasoning.</p> <p>Partially uses scientific vocabulary in explanation and reasoning.</p> <p>Partially explains verbally or in writing, the reasons a landscape changes over time.</p>	<p>Uses evidence from models or data to support an explanation and provides reasoning.</p> <p>Uses scientific vocabulary in explanation and reasoning</p> <p>Explains verbally or in writing, the reasons a landscape changes over time.</p>
<b>Physical Science: Modeling Matter</b>			
<u>Develop and refine a model to describe</u> that matter is made of particles too small to be seen.	<p>With support, creates a digital or drawn model that may demonstrate how molecules interact.</p> <p>With support, describes verbally or in writing, the interaction of particles too small to be seen and may include misconceptions about the interaction.</p>	<p>Partially creates a digital or drawn model that demonstrates how molecules interact.</p> <p>Partially describes, verbally or in writing, the interaction of particles too small to be seen and may include misconceptions about the interaction.</p>	<p>Creates a digital or drawn model that accurately demonstrates how molecules interact.</p> <p>Describes, verbally or in writing, the interaction of particles too small to be seen.</p>
<b>Earth Science: The Earth System</b>			
<u>Develop a model</u> based in part on student observations or data to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.	<p>With support, may provide a 3-D or drawn model of a freshwater collection system.</p> <p>With support, may be able to use observations or data from the model to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p>Partially develops a partial 3-D or drawn model of a freshwater collection system</p> <p>Partially uses observations or data from the model to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.</p>	<p>Develops a 3-D or drawn model of a freshwater collection system.</p> <p>Uses observations or data from the model to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.</p>

# Fourth Grade Other Subjects Rubric

<b>Fourth Grade Other Subjects Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Social Studies</b>				
Understands concepts and processes in social studies	Requires teacher support to: <ul style="list-style-type: none"> <li>Understand social studies concepts and perspectives</li> <li>Apply learning to a variety of situations</li> <li>Think critically about issues</li> <li>Communicate their findings</li> <li>Engage in the processes of problem solving</li> </ul>	Inconsistently: <ul style="list-style-type: none"> <li>Understand social studies concepts and perspectives</li> <li>Apply learning to a variety of situations</li> <li>Think critically about issues</li> <li>Communicate their findings</li> <li>Engage in the processes of problem solving</li> </ul>	Consistently: <ul style="list-style-type: none"> <li>Understand social studies concepts and perspectives</li> <li>Apply learning to a variety of situations</li> <li>Think critically about issues</li> <li>Communicate their findings</li> <li>Engage in the processes of problem solving</li> </ul>	
<b>Health</b>				
Understand and apply health related concepts to real-life situations	Requires teacher support: <ul style="list-style-type: none"> <li>comprehends concepts related to health promotion</li> <li>demonstrates the ability to use decision-making skills to enhance health.</li> <li>demonstrates the ability to practice health-enhancing behaviors</li> </ul>	Inconsistently: <ul style="list-style-type: none"> <li>comprehends concepts related to health promotion</li> <li>demonstrates the ability to use decision-making skills to enhance health.</li> <li>demonstrates the ability to practice health-enhancing behaviors</li> </ul>	Consistently: <ul style="list-style-type: none"> <li>comprehends concepts related to health promotion</li> <li>demonstrates the ability to use decision-making skills to enhance health.</li> <li>demonstrates the ability to practice health-enhancing behaviors</li> </ul>	
<b>Art – assess quarters 2 and 4</b>				
Create: Plan, create and revise original artwork	Student needs significant teacher support to demonstrate understanding	Student is progressing towards independently creating original artwork	Student is able to independently create original artwork reflecting a unique personal idea or theme	Student is able to create original artwork based on an extended theme and collaboratively reflect on artwork's intended meaning
Connect: Use personal experiences to connect to artistic work	Student needs significant teacher support to personally connect to artwork	Student is able to, with prompts, identify how art reflects personal experiences	Student is able to identify how art reflects personal experiences and/or culture and traditions	Student is able to identify how art reflects personal interests, changing times, traditions, resources, and cultural uses
Present: Share art and explain artistic meaning	Students needs significant teacher support to present art	Student is able to prepare and present artwork with teacher support	Student is able to independently prepare and present artwork	Student is able to prepare and present artwork to articulate the meaning behind their artistic selection(s)



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<b>Art – assess quarters 2 and 4</b>				
Respond: Analyze, evaluate, and interpret artistic work	Student needs significant teacher support to respond to artwork	Student is able to, with prompts, respond to artwork	Student is able to identify how different people show what they value through their artwork	Student is able to compare different interpretations of a work of art and analyze ways that images influence an audience
<b>Music - assess quarters 2 and 4</b>				
Demonstrate and describe expressive qualities	Student does not demonstrate or describe expressive qualities	Student demonstrates or describes expressive qualities with guidance	Student demonstrates or describes expressive qualities independently	
Generate your own musical ideas	Student does not generate own musical ideas	Student generates own musical ideas with guidance	Student generates own musical ideas independently	
Performs appropriately	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	
<b>Physical Education</b>				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Exhibits responsible personal and social behavior that respects self and others	Student does not exhibit responsible personal and social behavior that respects self and others	Student exhibits responsible personal and social behavior that respects self and others with occasional teacher reminders	Student consistently exhibits responsible personal and social behavior that respects self and others without teacher reminders	
Engages in the activities of physical education class without teacher prompting Standard 3 E2	Student engages inconsistently during skills and/or activity assigned	Student engages in skills and activities with occasional reminders	Student engages fully in all skills and activities	
<b>Media is NOT graded. Student progress will be documented through Seesaw.</b>				