

Standards Based Report Card Rubric Fourth Grade

RL 4.1, RL 4.2 Identify key details from a text to make inferences and summarize

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> identifies key details from a text to make inferences and summarize when reading stories	<i>Sometimes</i> identifies key details from a text to make inferences and summarize when reading stories, <i>with limited success</i>	Identifies key details from a text to make inferences and summarize when reading stories, <i>with success</i>	<i>Consistently and independently</i> identifies key details from a text to make inferences and summarize when reading stories, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI 4.1, RI 4.2 Identify key details from the text to determine the main idea

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> identifies key details from the text to determine the main idea	<i>Sometimes</i> identifies key details from the text to determine the main idea, <i>with limited success</i>	Identifies key details from the text to determine the main idea, <i>with success</i>	<i>Consistently and independently</i> identifies key details from the text to determine the main idea, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 4.3 Describe a character, setting, or event in a text using relevant details

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> describes a character, setting, or event in a text using relevant details	<i>Sometimes</i> describes a character, setting, or event in a text using relevant details, <i>with limited success</i>	Describes a character, setting, or event in a text using relevant details, <i>with success</i>	<i>Consistently and independently</i> describes a character, setting, or event in a text using relevant details, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI 4.3 Explain events and their effects on a given topic(s)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> explains events and their effects on a given topic(s)	<i>Sometimes</i> explains events and their effects on a given topic(s), <i>with limited success</i>	Explains events and their effects on a given topic(s) <i>with success</i>	<i>Consistently and independently</i> explains events and their effects on a given topic(s), <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 4.5, RI 4.5, RI 4.7 Explain the differences between various genres using relevant text features

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p>(RL) <i>Rarely</i> refers to the structural elements of poems, drama, and prose to explain major differences</p> <p>(RI) <i>Rarely</i> describes the overall structure of a text and <i>rarely</i> interprets information presented visually, orally, or quantitatively</p>	<p>(RL) <i>Sometimes</i> refers to the structural elements of poems, drama, and prose to explain major differences, <i>with limited success</i></p> <p>(RI) <i>Sometimes</i> describes the overall structure of a text and sometimes interprets information presented visually, orally, or quantitatively, <i>with limited success</i></p>	<p>(RL) Refers to the structural elements of poems, drama, and prose to explain major differences, <i>with success</i></p> <p>(RI) Describes the overall structure of a text and interprets information presented visually, orally, or quantitatively, <i>with success</i></p>	<p>(RL) <i>Consistently and independently</i> refers to the structural elements of poems, drama, and prose to explain major differences, <i>with great success</i></p> <p>(RI) <i>Consistently and independently</i>, describes the overall structure of a text and interprets information presented visually, orally, or quantitatively <i>with great success</i></p>

Teacher Notes	
1st/2nd MP	
3rd/4th MP	

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RL 4.6, RI 4.6 Identify different points of view on a given text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RL) <i>Rarely</i> compares and contrasts the point of view from which stories are narrated (RI) <i>Rarely</i> compares and contrasts a firsthand and secondhand account of the same event or topic	(RL) <i>Sometimes</i> compares and contrasts the point of view from which stories are narrated, <i>with limited success</i> (RI) <i>Sometimes</i> compares and contrasts a firsthand and secondhand account of the same event or topic, <i>with limited success</i>	(RL) Compares and contrasts the point of view from which stories are narrated <i>with success</i> (RI) Compares and contrasts a firsthand and secondhand account of the same event or topic <i>with success</i>	(RL) <i>Consistently and independently</i> , compares and contrasts the point of view from which stories are narrated, <i>with great success</i> (RI) <i>Consistently and independently</i> , compares and contrasts a firsthand and secondhand account of the same event or topic, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 4.9, RI 4.9 Identify similarities and differences across multiple texts

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p>(RL) <i>Rarely</i> compares, contrasts, and reflects on genre and their approaches to similar themes and topics</p> <p>(RI) <i>Rarely</i> integrates and reflects on information from two texts on the same topic</p>	<p>(RL) <i>Sometimes</i>, compares, contrasts, and reflects on genre and their approaches to similar themes and topics, <i>with limited success</i></p> <p>(RI) <i>Sometimes</i>, integrates and reflects on information from two texts on the same topic, <i>with limited success</i></p>	<p>(RL) Compares, contrasts, and reflects on genre and their approaches to similar themes and topics, <i>with success</i></p> <p>(RI) Integrates and reflects on information from two texts on the same topic, <i>with success</i></p>	<p>(RL) <i>Consistently and independently</i>, compares, contrasts, and reflects on genre and their approaches to similar themes and topics, <i>with great success</i></p> <p>(RI) <i>Consistently and independently</i>, integrates and reflects on information from two texts on the same topic, <i>with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 4.10, RI 4.10 Read at grade level

Marking Period	NS	AS	MS	ES
Marking Period 1	N or below	O, P	Q, R	S or above
Marking Period 2	O or below	P, Q	R, S	T or above
Marking Period 3	O or below	P, Q	R, S	T or above
Marking Period 4	P or below	Q, R	S, T	U or above

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF 4.3 Know and apply grade-level phonic and word analysis in decoding

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> knows and applies grade-level phonic and word analysis when reading or writing words	<i>Sometimes</i> , knows and applies grade-level phonic and word analysis when reading or writing words, <i>with limited success</i>	Knows and applies grade-level phonic and word analysis when reading or writing words, <i>with success</i>	(RL) <i>Consistently and independently</i> knows and applies grade-level phonic and word analysis when reading or writing words, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF 4.4 Read with fluency (e.g., accuracy, rate, expression)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely demonstrates fluency</i>	<i>Sometimes reads with fluency, with limited success</i>	<i>Reads with Fluency</i>	<i>Consistently and independently reads with fluency</i>
	<i>Word by word reading</i>	<i>Moderately slow reading in two or three word phrases</i>	<i>Phrased but some rough spots</i>	<i>Smooth reading with a few pauses</i>
	<i>No expression</i>	<i>Some expression</i>	<i>Appropriate expression most of the time</i>	<i>Consistent appropriate expression</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W 4.1 Write opinion pieces on topics, with a point of view and reasons

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely</i> states an opinion with supporting reasons and information from texts and other sources</p> <p><i>Rarely</i> links reasons using words and phrases</p> <p><i>Rarely</i> provides a conclusion related to the opinion presented</p>	<p><i>Sometimes</i> states an opinion with supporting reasons and information from texts and other sources, <i>with limited success</i></p> <p><i>Sometimes</i> links reasons using words and phrases, <i>with limited success</i></p> <p><i>Sometimes, with limited success</i> provides a conclusion related to the opinion presented, <i>with limited success</i></p>	<p>States an opinion with supporting reasons and information from texts and other sources</p> <p>Links reasons using words and phrases <i>with success</i></p> <p>Provides a conclusion related to the opinion presented <i>with success</i></p>	<p><i>Consistently and independently</i> states an opinion with supporting reasons and information from texts and other sources, <i>with great success</i></p> <p><i>Consistently and independently</i> links reasons using words and phrases, <i>with great success</i></p> <p><i>Consistently and independently</i> provides a conclusion related to the opinion presented, <i>with great success</i></p>

Teacher Notes	
1st/2nd MP	
3rd/4th MP	

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W 4.2 Write informative/explanatory text to examine topic and convey ideas/information clearly

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> writes informative/explanatory text to examine topic and convey ideas/information clearly	<i>Sometimes</i> writes informative/explanatory text to examine topic and convey ideas/information clearly, <i>with limited success</i>	Writes informative/explanatory text to examine topic and convey ideas/information clearly, <i>with success</i>	<i>Consistently and independently</i> writes informative/explanatory text to examine topic and convey ideas/information clearly, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W 4.3 Write narratives to develop real or imagined experiences using narrative techniques, details, and sequence

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> writes narratives to develop real or imagined experiences using narrative techniques, details, and sequence	<i>Sometimes</i> writes narratives to develop real or imagined experiences using narrative techniques, details, and sequence, <i>with limited success</i>	Writes narratives to develop real or imagined experiences using narrative techniques, details, and sequence, <i>with success</i>	<i>Consistently and independently</i> writes narratives to develop real or imagined experiences using narrative techniques, details, and sequence, <i>with great success</i>

Teacher Notes	
1st MP	
2nd MP	
3rd MP	
4th MP	

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W 4.4, W 4.5 Organize and develop a writing piece appropriate to task and audience by planning, revising, and editing

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> organizes and develops a writing piece appropriate to task and audience by planning, revising, and editing	<i>Sometimes</i> organizes and develops a writing piece appropriate to task and audience by planning, revising, and editing, <i>with limited success</i>	Organizes and develops a writing piece appropriate to task and audience by planning, revising, and editing, <i>with success</i>	<i>Consistently and independently</i> organizes and develops a writing piece appropriate to task and audience by planning, revising, and editing, <i>with great success</i>

Teacher Notes	
1st MP	
2nd MP	
3rd MP	
4th MP	

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SL 4.1 Engage in collaborative conversation with peers; building on ideas and expressing their own clearly

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> engages in collaborative conversation with peers; building on ideas and expressing their own clearly	<i>Sometimes</i> engages in collaborative conversation with peers; building on ideas and expressing their own clearly, <i>with limited success</i>	Engages in collaborative conversation with peers; building on ideas and expressing their own clearly, <i>with success</i>	<i>Consistently and independently</i> engages in collaborative conversation with peers; building on ideas and expressing their own clearly, <i>with great success</i>

Teacher Notes	
1st/2nd MP	
3rd/4th MP	

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SL 4.4 Speak clearly using relevant facts/details to support ideas/themes

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> speaks clearly using relevant facts/details to support ideas/themes	<i>Sometimes</i> speaks clearly using relevant facts/details to support ideas/themes, <i>with limited success</i>	Speaks clearly using relevant facts/details to support ideas/themes, <i>with success</i>	<i>Consistently and independently</i> speaks clearly using relevant facts/details to support ideas/themes, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking	<i>Sometimes</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking, <i>with limited success</i>	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking, <i>with success</i>	<i>Consistently and independently</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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L 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	<i>Sometimes</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing, <i>with limited success</i>	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing, <i>with success</i>	<i>Consistently and independently</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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L 4.4, L 4.5 Determine the meaning of words, figurative language and word relationships using a range of strategies

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> determines the meaning of words, figurative language and word relationships using a range of strategies	<i>Sometimes</i> determines the meaning of words, figurative language and word relationships using a range of strategies, <i>with limited success</i>	Determines the meaning of words, figurative language and word relationships using a range of strategies, <i>with success</i>	<i>Consistently and independently</i> determines the meaning of words, figurative language and word relationships using a range of strategies, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	