

Grade Four Rubric Descriptors

Reading Performance over time provides evidence that the student:	
6	uses many strategies to determine the meaning of unfamiliar words in text; demonstrates effortless expression, phrasing and pacing in oral reading; generalizes themes and summarizes concisely in a variety of advanced materials; makes judgments/opinions using text to strongly support ideas; shows literal and deep inferential understanding in written and oral responses.
5	uses strategies to determine meaning of unfamiliar words in text; demonstrates correct and appropriate expression, phrasing, and pacing in oral reading; summarizes and generalizes themes from materials that are grade level and above; makes judgment/opinions using text to support ideas; shows literal and inferential understanding in written and oral responses.
4	<i>uses some strategies to determine meaning of unfamiliar words in text; demonstrates generally appropriate phrasing and pacing in oral reading; retells text, determining main ideas and supporting details; makes judgments/opinions with some support from the text; shows accurate, literal, and some inferential understanding in written and oral responses.</i>
3	is developing strategies to determine meaning of unfamiliar words in text; demonstrates inconsistent phrasing with some attention to punctuation in oral reading; retells text with limited distinction between main ideas and supporting ideas; makes judgments/opinions with limited support from the text; shows accurate literal understanding and begins to show inferential understanding in written and oral responses.
2	uses limited strategies to determine meaning of unfamiliar words in text; demonstrates choppy phrasing with little attention to punctuation in oral reading; retells details of text without distinguishing between main ideas and supporting ideas; makes judgments/opinions with little or no text support; is limited in written and oral responses.
1	lacks strategies to determine meaning of unfamiliar words from text; demonstrates choppy and word-for-word oral reading; is unable/needs prompting to retell text; needs assistance to make judgments/opinions about text; does not reflect understanding in written and oral responses.
Writing – A collection of work reflects a writer who:	
6	organizes, creates, and revises multi-paragraph fiction or nonfiction compositions both over time and on demand; elaborates extensively on ideas—sustains quality throughout each piece; demonstrates a wide range of techniques to engage reader; uses sentence variety—incorporates complex sentence structures; uses precise word choice; makes errors only in more complex words and sentence constructions.
5	organizes, creates, and revises multi-paragraph fiction and nonfiction compositions both over time and on demand; elaborates ideas; uses several techniques to engage reader; uses sentence variety—incorporates some complex sentence structures; selects vocabulary appropriate for writing; makes minimal errors in conventions*.
4	<i>organizes, creates, and revises multi-paragraph fiction and nonfiction compositions both over time and on demand; begins to elaborate ideas; uses some techniques to engage reader; uses some sentence variety—mostly relies on simple sentence structure; uses appropriate vocabulary; makes occasional errors in conventions*.</i>
3	begins to organize, create, and revise fiction and nonfiction compositions both over time and on demand; does not yet develop ideas—relies on list-like writing; uses little or limited techniques to engage reader; uses simple or repetitive sentences; uses few descriptive words; makes errors in conventions*.
2	struggles to organize, create, and revise fiction and nonfiction compositions; writes list-like or underdeveloped ideas; uses no techniques to engage reader; writes simple or incorrect sentences; uses limited vocabulary; makes frequent errors in conventions*.

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1	is unsuccessful in writing fiction and nonfiction compositions; shows no coherence in the text or writes disjointed thoughts; lacks sentence sense; uses inappropriate or incorrect vocabulary—many fragments and/or run-ons; makes severe errors in conventions*.
*conventions = grammar, spelling, and punctuation	
Speaking – Over time, oral presentations and contributions to discussions provide evidence that the student:	
6	expresses thoroughly-developed and organized ideas; makes relevant comments focused on the topic; uses delivery strategies to engage listeners*; demonstrates creative command of vocabulary selection and grammar.
5	expresses well-organized ideas with some elaboration; makes relevant comments focused on the topic; usually uses delivery strategies to engage listeners*; demonstrates strong vocabulary selection and command of grammar.
4	<i>expresses organized ideas with few details; makes comments usually focused on the topic; uses some delivery strategies to engage listeners*; demonstrates appropriate vocabulary selection and grammar.</i>
3	expresses ideas with some organization and/or detail; may require prompting to remain on-topic; uses few delivery strategies to engage listeners*; demonstrates basic, often repetitive vocabulary selection and inconsistent command of grammar.
2	expresses ideas with limited organization and/or detail; makes comments that often stray off-topic; uses minimal delivery strategies to engage listeners*; demonstrates limited vocabulary selection and grammar.
1	rarely expresses ideas; makes comments that consistently stray off-topic; demonstrates delivery that is difficult to hear and/or understand; requires prompting to demonstrate limited vocabulary selection and grammar.
*delivery strategies – eye contact, volume, tone, and expression	
Math – Performance over time provides evidence that the student:	
6	communicates clear understanding of math concepts through pictures, numbers, symbols, and words; demonstrates highly accurate computation; uses an increasing number of strategies to solve problems across a variety of mathematical concepts.
5	communicates understanding of math concepts through pictures, numbers, symbols, and words; demonstrates accurate computation with few errors; uses more than one appropriate strategy to solve problems across a variety of mathematical concepts.
4	<i>communicates understanding of math concepts through pictures, numbers, symbols, or words, but may rely on pictorial models; demonstrates accurate computation with some errors; uses an appropriate strategy to solve problems across a variety of mathematical concepts.</i>
3	communicates limited understanding of math concepts through the use of pictures, numbers, symbols, or words; demonstrates inconsistent computation; uses an appropriate strategy inconsistently to solve problems across a variety of mathematical concepts.
2	communicates minimal understanding of math concepts through beginning use of pictures, numbers, symbols, or words; computes with frequent errors; makes partial attempts to solve problems but little progress towards a solution.
1	communicates little or no understanding of math without prompting; requires assistance to compute; applies a strategy to solve problems with assistance.

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History/Social Science Performance over time provides evidence that the student:	
6	independently provides examples of connections between past, present, and future; independently uses maps and/or globes to demonstrate and apply thorough understanding of geography; uses and compares many historical sources* to gain information; demonstrates thorough understanding of cultures.
5	makes relevant connections between past, present, and future; independently uses a map and/or globe to demonstrate understanding of geography; uses and compares historical sources* to gain information; demonstrates understanding of cultures.
4	<i>makes connections between the past, present, and future; uses a map and/or globe; uses historical sources* to gain information; demonstrates understanding of cultures.</i>
3	makes connections between past, present, and future with assistance; is beginning to use a map or globe without assistance; uses historical sources* to gain information with assistance; demonstrates some understanding of cultures.
2	struggles to make connections between past, present, and future; uses a map or globe with assistance; uses historical sources* to gain information on a limited basis; demonstrates limited understanding of cultures.
1	is unable to make any connections between past, present, and future; is unable to use maps or globes even with assistance; is unable to demonstrate an understanding of cultures.
* historical sources - may include textbooks, reference books, diaries, photos, artifacts, original documents	
Science-Performance over time provides evidence that the student:	
6	demonstrates thorough understanding of concepts and makes scientific connections; develops questions and gains information using a wide variety of resources; makes accurate predictions and draws conclusions thoroughly supported by evidence; systematically uses a variety of tools to accurately measure, observe, and record results.
5	demonstrates thorough understanding of concepts; gains information using a variety of resources; makes accurate predictions and draws conclusions using some supporting evidence; independently uses tools to accurately measure, observe, and record results with few errors.
4	<i>demonstrates understanding of concepts; gains information from available resources; makes logical predictions and draws conclusions; uses tools to measure, observe, and record results with some errors.</i>
3	demonstrates limited understanding of science concepts; may require assistance to gain information from available resources; requires prompting or re-teaching to make logical predictions and conclusions; may require assistance when using tools to measure, observe, and record results.
2	demonstrates incomplete or inaccurate understanding of concepts; requires assistance to gain information from available resources; requires prompting and re-teaching to make predictions and conclusions; requires assistance when using tools.
1	is unable to demonstrate understanding of concepts; is unable to get information from available resources even with assistance; requires re-teaching to make predictions; is unable to use tools even with assistance.

* *Italics* indicates level 4, meeting standard

Proficiency Levels:

- 6 Exceptional Proficiency
- 5 Advanced Proficiency
- 4 Proficient

- 3 Developing Proficiency
- 2 Limited Proficiency
- 1 Minimal Proficiency