

RSU 22 Writing Standards Grade 4 I Can Statements

Our scoring rubric

4

Highly Proficient – The work demonstrates excellent understanding of concepts and content. The work demonstrates in-depth inferences, analysis, or synthesis. The student knows this concept of skill well enough to be able to teach it to someone else.

3

Proficient – The work shows understanding of the process or content, as well as application in various settings. Some errors or mechanical mistakes may exist but do not impede demonstration of understanding.

2

Developing Proficiency – The work demonstrates some evidence of understanding the process or content, but misconstructions impede understanding. The groundwork for comprehension is evident, but misconceptions prevent the student from understanding the essential question or big idea.

1

Beginning Proficiency - The work indicates a distinct beginning understanding of the knowledge. With help the student demonstrates partial understanding of some of the Knowledge.

***In some instances, students would only be expected to meet a 2, the foundational proficiency level. Keep in mind that some students may be working at lower levels or higher levels.**

Standard Skills that students will be taught (scored using the 4-point scale):

Writing: Text Type and Purposes

W.4.1a I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.

W.4.1b I can give reasons that are supported by facts and details when writing my opinion.

W.4.1c I can connect my opinion and reasons using words and phrases (e.g. for instance, in order, in addition).

W.4.2a I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.

W.4.2a I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.

W.4.2b I can develop a topic using facts, definitions, details, quotations or other information and examples.

W.4.2c I can connect related ideas using words and phrases (e.g.m another, for example, also, because).

W.4.3b I can use dialogue and description to develop experiences and events or to show how the characters respond to different situations in the story.

W.4.3c I can use different types of transitional words and phrases to help with the sequence of my story.

W.4.3d I can use very specific words and phrases, as well as sensory details, to express experiences and events.

Writing: Production and Distribution of Writing

W.4.5 I can plan, revise and edit my writing with the help of peers and adults.

Writing: Research to Build and Present Knowledge

W.4.8 I can recall what I have learned or find new information from books or technology to help with my research.

W.4.8 I can take notes to help me organize the research in my writing.

W.4.8 I can provide a list of sources that I used for gathering information for my writing,

Language: Conventions of Standard English

L.4.1a I can use relative pronouns (who, whose whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak.

L.4.1d I can use the common patterns I have learned about adjectives to order them correctly in sentences.

L.4.2b I can use commas and quotation marks to show direct speech and quotations from a text.

L.4.2c I can correctly use a comma before a conjunction when connecting two simple sentences.