Grade 4 | Speaking and Listening Rubric:
Discussion

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **[SL.4.1]**

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **[SL.4.1a]**

b. Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.4.1b]**

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **[SL.4.1c]**

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

	Advanced	Proficient	Basic
Participation	The student consistently and eagerly participates in a range of collaborative discussions without prompting.	The student participates in a range of collaborative discussions without prompting.	The student does not participate in a range of collaborative discussions or participates only with prompting or additional support, such as sentence starters.
Preparation	The student demonstrates preparation by making meaningful reference to the required material and other information to explore ideas under discussion.	The student demonstrates preparation by referencing the required material and other information to explore ideas under discussion.	The student does not demonstrate preparation by referencing the required material to explore ideas under discussion.
Following Rules	The student follows agreed-upon rules for discussion, carries out assigned roles, and helps define individual roles as needed.	The student follows agreed-upon rules for discussion and carries out assigned roles.	The student does not follow agreed-upon rules for discussion and/or does not carry out assigned roles.
Flow of Conversation	The student does all of the following: • makes comments that contribute to the discussion • links his or her comments to others' remarks • elaborates on the remarks of others	The student does both of the following: • makes comments that contribute to the discussion • links his or her comments to others' remarks	The student does not do both of the following: • makes comments that contribute to the discussion • links his or her comments to others' remarks

	Advanced	Proficient	Basic
Asking Questions	The student asks and responds to specific questions with elaboration and detail to clarify or follow up on information.	The student asks and responds to specific questions to clarify or follow up on information.	The student does not ask and respond to specific questions to clarify or follow up on information.
Explaining Ideas	The student reviews key ideas, draws conclusions, and explains his or her own ideas and understanding in light of the discussion.	The student reviews key ideas and explains his or her own ideas and understanding in light of the discussion.	The student does not review key ideas and explain his or her own ideas and understanding in light of the discussion.

Grade 4 | Speaking and Listening Rubric:
Presenting

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **[SL.4.4]**

	Advanced	Proficient	Basic
Expression	The student speaks clearly and at an understandable pace and uses effective eye contact to help convey meaning or emphasis.	The student speaks clearly at an understandable pace.	The student does not speak clearly at an understandable pace.
Content and Accuracy	The student reports on a topic or text, tells a story, or recounts an experience in an organized matter with appropriate facts, descriptions, and details that support the main idea.	The student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details that support the main idea.	The student does not report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details that support the main idea.

Grade 4 | Writing Rubric:
Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.4.1]**

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **[W.4.1a]**

b. Provide reasons that are supported by facts and details **[W.4.1b]**

c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). **[W.4.1c]**

d. Provide a concluding statement or section related to the opinion presented **[W.4.1d]**

	Advanced	Proficient	Basic
Ideas	The composition • states an opinion about a topic or text • supports the opinion with reasons that are themselves supported by facts and details • demonstrates awareness of audience and purpose	The composition • states an opinion about a topic or text • supports the opinion with reasons that are themselves supported by facts and details	The composition does not do one or more of the following: • state an opinion about a topic or text • support the opinion with reasons that are themselves supported by facts and details
Organization	The composition • introduces a topic or text and opinion about that topic or text clearly and in an engaging fashion • groups related ideas in an organizational structure that supports the writer's purpose • provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing	The composition • introduces a topic or text and opinion about that topic or text clearly and in an engaging fashion • groups related ideas in an organizational structure that supports the writer's purpose • provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing	The composition does not do one or more of the following: • introduce a topic or text and opinion about that topic or text clearly and in an engaging fashion • group related ideas in an organizational structure that supports the writer's purpose • provide a concluding statement or section related to the opinion presented and to the audience or purpose for writing
Conventions	The composition • links opinion and reasons using words and phrases • uses language to add subtlety through connotative meanings	The composition links opinion and reasons using words and phrases.	The composition does not link opinion and reasons using words and phrases.

Grade 4 | Writing Rubric:
Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly **[W.4.2]**

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.4.2a]**

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.4.2b]**

c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **[W.4.2c]**

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.4.2d]**

e. Provided a concluding statement or section related to the information or explanation presented. **[W.4.2e]**

	Advanced	Proficient	Basic
Ideas	The composition • examines a topic • develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other nuanced information and examples • makes sophisticated connections between ideas • demonstrates awareness of audience and purpose	The composition • examines a topic • develops the topic with facts, definitions, concrete details, quotations, or other information and examples	The composition does not do one or more of the following: • examine a topic • develop the topic with facts, definitions, concrete details, quotations, or other information and examples
Organization	The composition • introduces a topic clearly and in an engaging fashion • groups related information in paragraphs or sections and explains connections between groups • includes a combination of formatting, illustrations, and multimedia that explain the ideas • provides a concluding statement that connects the topic to a big question or the purpose for writing	The composition • introduces a topic clearly • groups related information in paragraphs and sections • includes formatting, illustrations, and multimedia when useful • provides a concluding statement	The composition does not do one or more of the following: • introduce a topic clearly • group related information in paragraphs and sections • include formatting, illustrations, and multimedia when useful • provide a concluding statement

	Advanced	Proficient	Basic
Conventions	The composition • links ideas within categories of information using words and phrases • uses precise language and domain-specific vocabulary • uses language to add subtlety through connotative meanings	The composition • links ideas within categories of information using words and phrases • uses precise language and domain-specific vocabulary	The composition does not do one or more of the following: • link ideas within categories of information using words and phrases • use precise language and domain-specific vocabulary

Grade 4 | Writing Rubric:
Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**

   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**

   c. Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**

   d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**

   e. Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

	Advanced	Proficient	Basic
Ideas	The composition • orients the reader and establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose	The composition • orients the reader and establishes a situation • introduces a narrator and/or characters	The composition does not do one or more of the following: • orient the reader and establish a situation • introduce a narrator and/or characters
Organization	The composition • organizes an event sequence that unfolds naturally • uses dialogue and description to develop experiences and events or show the responses of characters to situations • provides a sense of closure	The composition • includes an event sequence • includes relevant dialogue and description • provides a sense of closure	The composition does not do one or more of the following: • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	The composition • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings	The composition • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely	The composition does not do one or more of the following: • use a variety of transitional words and phrases to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely