

Fourth Grade Literacy Rubric

Fourth Grade Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Foundational Skills				
Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension (4.3.0.4)	Reads grade level texts with: <ul style="list-style-type: none"> Rate = < 80 WPM Accuracy = >95% Expression 	Reads grade level texts with: <ul style="list-style-type: none"> Rate = 80-110 WPM Accuracy = >95% Expression 	Consistently reads grade level text with: <ul style="list-style-type: none"> Rate = >125 WPM Accuracy = >95% Expression 	
Reading Comprehension: Literature				
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
Reading Comprehension: Informational				
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

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Writing				
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (4.6.3.3)	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
Write informative/explanatory texts to examine a topic and convey ideas and information clearly (4.6.2.2)	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 (4.6.1.1)	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