



QUINCY PUBLIC SCHOOLS

Grade Four

English Language Arts Grading Rubric

English Language Arts- Reading – Literature/Informational Text

Refers to details and examples when explaining what the text says.

| 1 | 2 | 3 | 4 |
|---|--|---|---|
| Student is rarely able to refer to details and examples when explaining what the text says. | Student is sometimes able to refer to details and examples when explaining what the text says. | Student is consistently able to refer to details and examples when explaining what the text says. | Student exceeds the standard and is able to completely and accurately refer to details and examples using explicit quotations when explaining what the text says. |

Determines a theme of a story, drama, or poem using details in the text.

| 1 | 2 | 3 | 4 |
|---|--|--|---|
| Student is rarely able to determine the theme or summarize a selection. | Student is sometimes able to determine the theme or summarize a selection. | Student is consistently able to determine the theme and summarize a selection. | Student exceeds the standard and is independently able to determine the theme and summarize a selection while making connections. |

Describes and compares the elements of different genres.

| 1 | 2 | 3 | 4 |
|--|---|--|---|
| Student is rarely able to describe and compare the elements of different genres. | Student is sometimes able to describe and compare the elements of different genres. | Student is consistently able to describe and compare the elements of different genres. | Student exceeds the standard and is independently able to describe and compare the elements of different genres while making connections between the texts. |

Uses evidence from the text to draw inferences.

| 1 | 2 | 3 | 4 |
|--|---|--|--|
| Student is rarely able to use evidence from the text to draw inferences. | Student is sometimes able to use evidence from the text to draw inferences. | Student is consistently able to use evidence from the text to draw inferences. | Student exceeds the standard and is able to consistently and insightfully use evidence from the text to draw inferences by using higher order thinking skills. |

Reads and comprehends complex literary and informational texts.

| 1 | 2 | 3 | 4 |
|---|--|---|--|
| Student is rarely able to read and comprehend complex literary and informational texts. | Student is sometimes able to read and comprehend complex literary and informational texts. | Student is consistently able to read and comprehend complex literary and informational texts. | Student exceeds the standard and is consistently able to independently and proficiently read and comprehend complex literary and informational texts at an advanced level. |

English Language Arts- Reading – Foundational Skills

Knows and applies grade-level phonics and word analysis skills.

| 1 | 2 | 3 | 4 |
|--|---|--|---|
| Student is rarely able to know and apply grade-level phonics and word analysis skills. | Student is sometimes able to know and apply grade-level phonics and word analysis skills. | Student is consistently able to know and apply grade-level phonics and word analysis skills in and out of context. | Student exceeds the standard and is able to independently apply above grade-level phonics and word analysis skills in and out of context. |

Reads with sufficient accuracy and fluency to support comprehension.

| 1 | 2 | 3 | 4 |
|---|--|---|--|
| Student is rarely able to read with sufficient accuracy and fluency to support comprehension. | Student is sometimes able to read with sufficient accuracy and fluency to support comprehension. | Student is consistently able to read with sufficient accuracy and fluency to support comprehension. | Student exceeds the standard and is independently able to read with accuracy, fluency, and expression to support comprehension at an advanced level. |

Writing

Writes to communicate ideas, opinions, and information effectively.

| 1 | 2 | 3 | 4 |
|--|---|--|---|
| Student is rarely able to write to communicate ideas, opinions, and information effectively. | Student is sometimes able to write to communicate ideas, opinions, and information effectively. | Student is consistently able to write to communicate ideas, opinions, and information effectively. | Student exceeds the standard and is independently able to write to communicate complex ideas, opinions, and information in an exemplary manner. |

Produces clear and coherent writing in which the planning and organization are appropriate.

| 1 | 2 | 3 | 4 |
|--|---|--|--|
| Student is rarely able to produce clear and coherent writing in which the planning and organization are appropriate. | Student is sometimes able to produce clear and coherent writing in which the planning and organization are appropriate. | Student is consistently able to produce clear and coherent writing in which the planning and organization are appropriate. | Student exceeds the standard and is independently able to produce clear and coherent writing in which the planning and organization are exemplary. |

Demonstrates effective topic development.

| 1 | 2 | 3 | 4 |
|--|---|--|--|
| Student is rarely able to demonstrate effective topic development. | Student is sometimes able to demonstrate effective topic development. | Student is consistently able to demonstrate effective topic development. | Student exceeds the standard and is independently able to demonstrate rich topic development appropriate to task, purpose, and audience. |

Strengthens writing by revising and editing.

| 1 | 2 | 3 | 4 |
|---|--|---|---|
| Student is rarely able to strengthen writing by revising and editing with guidance and support. | Student is sometimes able to strengthen writing by revising and editing with guidance and support. | Student is consistently able to strengthen writing by revising and editing with guidance and support. | Student exceeds the standard and is independently able to strengthen writing by revising and editing. |

Speaking and Listening

Engages effectively in a range of collaborative discussions.

| 1 | 2 | 3 | 4 |
|---|--|---|--|
| Student rarely engages effectively in a range of collaborative discussions. | Student sometimes engages effectively in a range of collaborative discussions. | Student consistently engages effectively in a range of collaborative discussions. | Student exceeds the standard and consistently engages effectively in a range of collaborative discussions while building on others' ideas. |

Summarizes and presents knowledge of ideas in a clear, appropriate, and organized manner.

| 1 | 2 | 3 | 4 |
|---|--|---|---|
| Student is rarely able to present knowledge of ideas in a clear, appropriate, and organized manner. | Student is sometimes able to present knowledge of ideas in a clear, appropriate, and organized manner. | Student is consistently able to present knowledge of ideas in a clear, appropriate, and organized manner. | Student exceeds the standard and is independently able to present knowledge of ideas in a clear, appropriate, and organized manner with facts and relevant details. |

Language

Demonstrates command of English grammar and usage when writing or speaking.

| 1 | 2 | 3 | 4 |
|--|---|--|--|
| Student is rarely able to demonstrate command of English grammar and usage when writing or speaking. | Student is sometimes able to demonstrate command of English grammar and usage when writing or speaking. | Student is consistently able to demonstrate command of English grammar and usage when writing or speaking. | Student exceeds the standard and is independently able to demonstrate command of English grammar and usage at and advanced level when writing or speaking. |

Demonstrates command of the standard English conventions of capitalization, punctuation, and spelling.

| 1 | 2 | 3 | 4 |
|---|--|---|--|
| Student is rarely able to demonstrate command of the standard English conventions of capitalization, punctuation, and spelling. | Student is sometimes able to demonstrate command of the standard English conventions of capitalization, punctuation, and spelling. | Student is consistently able to demonstrate command of the standard English conventions of capitalization, punctuation, and spelling. | Student exceeds the standard and is independently able to demonstrate command of the standard English conventions of capitalization, punctuation, and spelling at an advanced level. |

Uses a variety of strategies to determine the meaning of words and phrases, such as figurative language, word relationship and multiple meaning words.

| 1 | 2 | 3 | 4 |
|---|---|--|--|
| Student is rarely able use a variety of strategies to determine the meaning of words and phrases. | Student is sometimes able to use a variety of strategies to determine the meaning of words and phrases. | Student is consistently able to use a variety of strategies to determine the meaning of words and phrases. | Student exceeds the standard and is independently able to use a variety of strategies to determine the meaning of words and phrases. |

Updated: 4/4/2016

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12/2015