

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Grade 4 Rubric for Literacy

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Participates and Cooperates	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.
Fluently reads grade level text	Student accurately reads text that is above grade level in larger, meaningful phrases. Reading is consistently smooth and expressive, guided by author's meaning and punctuation. Uses appropriate stress and rate with slowdowns when necessary for understanding.	Student accurately reads text that is on or above grade level in larger, meaningful phrases. Reading is mostly smooth and expressive, guided by author's meaning and punctuation. Uses appropriate stress and rate with only a few slowdowns.	Student accurately reads text on or below grade level in three- or four-word phrase groups. Student is working toward smooth and expressive reading guided by author's meaning and punctuation. Reads at a slow rate most of the time.	Student reads text that is below grade level in mostly word-by-word groups. Student reads at a slow rate and is not yet reading smoothly or using expression.
Comprehends grade level text independently	Student consistently demonstrates deep understanding of above grade level text when reading independently.	Student mostly demonstrates understanding of on or above grade level text when reading independently.	Student demonstrates some understanding of on or below grade level text when reading independently.	Student demonstrates little understanding of grade level or below grade level text when reading independently.
Demonstrates Reading Stamina	Student consistently demonstrates the ability to focus and read independently without distractions for a length of time.	Student mostly demonstrates the ability to focus and read independently without distractions for a length of time.	Student inconsistently demonstrates the ability to focus and read independently without distractions for a length of time.	Student rarely demonstrates the ability to focus and read independently without distractions for a length of time.
Uses appropriate grammar and punctuation in writing	Student consistently demonstrates proper sentence structure including correct grammar, capitalization, and appropriate end marks, commas, and quotation marks.	Student mostly demonstrates proper sentence structure including correct grammar, capitalization, and appropriate end marks and commas.	Student inconsistently demonstrates proper sentence structure including correct grammar, capitalization, and appropriate end marks and commas.	Student rarely demonstrates proper sentence structure including correct grammar, capitalization, and appropriate end marks.
Expresses ideas clearly in written work	Student consistently produces clear and coherent writing, demonstrating a logical flow of ideas that are cohesive and appropriate to task, purpose, and audience.	Student mostly produces clear and coherent writing, demonstrating a logical flow of ideas that are cohesive and appropriate to task, purpose, and audience.	Student inconsistently produces clear and coherent writing, demonstrating a logical flow of ideas that are cohesive and appropriate to task, purpose, and audience.	Student rarely produces clear and coherent writing, demonstrating a logical flow of ideas that are cohesive and appropriate to task, purpose, and audience.
Demonstrates Writing Stamina	Student consistently demonstrates the ability to focus and write	Student mostly demonstrates the ability to focus and write	Student inconsistently demonstrates the ability to focus and write	Student rarely demonstrates the ability to focus and write

	independently without distractions for a length of time.	independently without distractions for a length of time.	independently without distractions for a length of time.	independently without distractions for a length of time.
Writes legibly	Student consistently writes using even spacing between letters and words with appropriate sizing. Writing is neat and easy to read.	Student mostly writes using even spacing between letters and words with appropriate sizing. Writing is neat and easy to read.	Student inconsistently writes using even spacing between letters and words with appropriate sizing. Writing is neat and easy to read.	Student rarely writes using even spacing between letters and words with appropriate sizing. Writing is neat and easy to read.
Participates and Cooperates	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.