

Semester ONE Rubric – GRADE 4

## Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient prewrite skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Considers purpose (to describe, to inform, to explain)</li> <li>Considers genre (narrative, creative, expository)</li> <li>Considers audience</li> <li>Generates ideas (brainstorms independently &amp; w/ peers, from verbal and/or written prompt)</li> <li>Seeks and gathers information</li> <li>Uses strategies and tools to organize ideas (lists and notes)</li> </ul> <p><b><u>Without</u> teacher support:</b></p> <ul style="list-style-type: none"> <li>Uses graphic organizers (webs, etc) to organize ideas</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient prewrite skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient prewrite skills and/or requires intensive teacher help</li> </ul>

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Creates draft from ideas	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient drafting skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Creates draft from prewrite activities</li> <li>Rereads while drafting</li> <li>Creates a draft that makes sense</li> <li>Develops draft with purpose</li> <li>Uses complete sentences (when appropriate)</li> <li>Attempts to include genre characteristics in first draft</li> <li>Uses vocabulary of a writer to include in their own writing or show understanding of (including but not limited to):                             <ul style="list-style-type: none"> <li>Dialogue</li> <li>Alliteration</li> <li>Onomatopoeia</li> <li>Plot</li> <li>Rhyme &amp; Rhythm</li> <li>Simile</li> <li>Stanza</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient drafting skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient drafting skills and/or requires intensive teacher help</li> </ul>

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Conferences and utilizes feedback to make improvements	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient conferencing skills</li> </ul>	<b>With teacher support:</b> <ul style="list-style-type: none"> <li>Rereads own writing</li> <li>Uses resources</li> <li>Shares writing with teacher and peers</li> <li>Seeks and considers feedback from teachers and peers</li> <li>Identifies focus for conference</li> <li>Uses Six Trait language during conferencing</li> </ul>	Demonstrates some proficient conferencing skills and/or requires additional teacher help and: <ul style="list-style-type: none"> <li>May be reluctant to share and conference</li> <li>Shares without purpose</li> </ul>	Demonstrates few proficient conferencing skills and/or requires intensive teacher help and: <ul style="list-style-type: none"> <li>May be resistant to share and conference</li> <li>Does not understand the concept of conferencing</li> </ul>
Revises writing to make improvements (adds, subtracts, combines, and rearranges text)	Independently demonstrates all proficient revision skills and: <ul style="list-style-type: none"> <li>Uses reference materials to assist in revision</li> <li>Revision of writing makes a drastic improvement</li> </ul>	<b>With teacher support:</b> Based on conferences and self-assessment, student: <ul style="list-style-type: none"> <li>✓ Adds, subtracts or rearranges text to clarify ideas, meaning and improve word choice</li> <li>✓ Recognizes that text has a structure and a genre</li> <li>✓ Organizes text to convey message, topic or idea</li> <li>✓ Attempts to include own voice in writing</li> <li>✓ Adjusts word order for fluency</li> <li>✓ Improves draft by using resource materials (dictionary, thesaurus, reference books, technology)</li> </ul>	Demonstrates some proficient revision skills and/or requires additional teacher help and: <ul style="list-style-type: none"> <li>May be reluctant to revise</li> </ul>	Demonstrates few proficient revision skills and/or requires intensive teacher help and: <ul style="list-style-type: none"> <li>May be resistant to revise</li> </ul>

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Edits writing (capitalization, punctuation, grammar, and spelling)	<p>Independently demonstrates all proficient editing skills and:</p> <ul style="list-style-type: none"> <li>▪ Uses reference materials to assist in editing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins to identify and correct some capitalization, punctuation, grammar, and spelling errors independently according to grade-level convention chart</li> </ul> <p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>▪ Uses grade-level editing marks</li> </ul>	<p>Demonstrates some proficient editing skills and/or requires additional teacher help and:</p> <ul style="list-style-type: none"> <li>▪ May be reluctant to edit</li> </ul>	<p>Demonstrates few proficient editing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>▪ May be resistant to edit</li> </ul>
Publishes and shares writing	<ul style="list-style-type: none"> <li>▪ Independently demonstrates all proficient publishing skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>▪ Uses the writing process to publish a piece of writing</li> <li>▪ Shares final product with class / intended audience when possible</li> <li>▪ Demonstrates pride and ownership in published writing (done neatly)</li> <li>▪ Publishes in a variety of ways (handwritten, word processed, presentation software and visual aids)</li> </ul>	<p>Demonstrates some proficient publishing skills and/or requires additional teacher help and:</p> <ul style="list-style-type: none"> <li>▪ May be reluctant to publish and/or share</li> </ul>	<p>Demonstrates few proficient publishing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>▪ May be resistant to publish and/or share</li> </ul>

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Writes in a variety of formats/genres (self-selected and teacher-assigned)	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> <li>Experiments in genres beyond grade level expectations (persuasive, etc.)</li> <li>Shows above grade level grasp of genres in Writer's Workshop writing</li> <li>Shows above level grasp and application of genre</li> <li>Exceeds grade level expectations</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Writes in a variety of genres correctly</li> <li>Self-selects and/or applies appropriate genre format (i.e. poetry format vs. report format)</li> <li>Understands concept of "choosing a genre" as part of writer's workshop writing</li> <li>Demonstrates <b>understanding of and publishes in</b> grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> <li>✓ Nonfiction report</li> <li>✓ Summary writing</li> <li>✓ Poetry</li> <li>✓ Nonfiction Narrative</li> </ul> </li> <li>Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> <li>✓ Completes a piece in allotted time</li> <li>✓ Compacts writing process steps</li> </ul> </li> <li>Responds appropriately to prompt</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient genre skills and/or requires additional teacher help</li> <li>Inconsistently understands or demonstrates genre skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient genre skills and/or requires intensive teacher help</li> </ul>

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Demonstrates legible handwriting in daily work	<p>Independently demonstrates all proficient handwriting skills and:</p> <ul style="list-style-type: none"> <li>▪ Completes most assignments in cursive</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintains manuscript handwriting skills developed in previous grades</li> <li>▪ Uses cursive writing when requested (may use visual aid)</li> <li>▪ Writing is neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient handwriting skills and/or may require teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient handwriting skills and/or requires intensive teacher help</li> </ul>