

Semester TWO Rubric – GRADE 4

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing	<p>Independently demonstrates all proficient prewrite skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> ▪ Understands connection between genre and prewrite strategies 	<ul style="list-style-type: none"> ▪ Considers purpose (to describe, to inform, to explain) ▪ Considers genre (narrative, creative, expository) ▪ Considers audience ▪ Generates ideas (brainstorms independently & w/ peers, from verbal and/or written prompt) ▪ Seeks and gathers information ▪ Uses grade-appropriate strategies and tools to organize ideas (graphic organizers, lists, webs, and notes) ▪ Narrows topic 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient prewrite skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient prewrite skills and/or requires intensive teacher help

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Creates draft from ideas	<p>Independently demonstrates all proficient drafting skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> ▪ Elaborates appropriately beyond grade-level expectations ▪ Considers and applies Six Traits when drafting 	<ul style="list-style-type: none"> ▪ Creates draft from prewrite activities ▪ Re-reads while drafting ▪ Creates a draft that makes sense ▪ Develops text with purpose ▪ Attempts to include genre characteristics in first draft ▪ Uses complete sentences when appropriate ▪ Uses vocabulary of a writer to include in own writing and/or show understanding of (including but not limited to): <ul style="list-style-type: none"> ▪ Dialogue ▪ Alliteration ▪ Onomatopoeia ▪ Plot ▪ Rhyme & Rhythm ▪ Simile ▪ Stanza 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient drafting skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient drafting skills and/or requires intensive teacher help

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

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Edits writing (capitalization, punctuation, grammar, and spelling)	<p>Independently demonstrates all proficient editing skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> ▪ Appropriate use of conventions enhances readability ▪ Experiments with conventions for stylistic effect 	<ul style="list-style-type: none"> ▪ Independently identifies and corrects most capitalization, punctuation, grammar and spelling errors according to grade-level convention chart ▪ Uses grade-level editing marks <p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Appropriately uses reference materials to assist in editing (as needed) 	<p>Demonstrates some proficient editing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> ▪ May be reluctant to edit 	<p>Demonstrates few proficient editing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> ▪ May be resistant to edit
Publishes and shares writing	<p>Independently demonstrates all proficient publishing skills beyond grade-level expectations and:</p> <ul style="list-style-type: none"> ▪ Uses visual aids as appropriate ▪ Publishes in a variety of formats including technology when appropriate 	<ul style="list-style-type: none"> ▪ Uses the writing process to publish a piece of writing ▪ Shares final product with class / intended audience when possible ▪ Demonstrates pride of ownership and neatness ▪ Publishes in a variety of ways (handwritten, word processed, software presentation, visual aid) 	<p>Demonstrates some proficient publishing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> ▪ May be reluctant to publish and/or share 	<p>Demonstrates few proficient publishing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> ▪ May be resistant to publish and/or share

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

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