

ELA Standards-Based Grading Rubric – Fourth Grade

Domain: Reading							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RL1	With prompting and support, the student can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The student inconsistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The student inconsistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q3
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4RL2	With prompting and support, the student can determine a theme of a story, drama, or poem from details in the text and summarize the text.	The student inconsistently determines a theme of a story, drama, or poem from details in the text and summarizes the text.	The student consistently determines a theme of a story, drama, or poem from details in the text and summarizes the text.	The student consistently determines a theme of a story, drama, or poem from details in the text and summarizes text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	4RL3	With prompting and support, the student can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	The student inconsistently describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	The student consistently describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	The student consistently describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q3
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4RL4	With prompting and support, the student can determine the meaning of words and phrases as they are used in a text.	The student inconsistently determines the meaning of words and phrases as they are used in a text.	The student consistently determines the meaning of words and phrases as they are used in a text.	The student consistently determines the meaning of words and phrases as they are used in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q3
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of	4RL5	With prompting and support, the student can explain major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas	The student inconsistently explains major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas	The student consistently explains major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas when	The student consistently explains major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas when writing or speaking about	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4

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characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		when writing or speaking about a text.	when writing or speaking about a text.	writing or speaking about a text.	a text above the fourth grade stretch band of 940L.		
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4RL6	With prompting and support, the student can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	The student inconsistently compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	The student consistently compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	The student consistently compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	4RL7	With prompting and support, the student can make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	The student inconsistently makes connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	The student consistently makes connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	The student consistently makes connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4RL9	With prompting and support, the student can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	The student inconsistently compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	The student consistently compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	The student consistently compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RI1	With prompting and support, the student can refer to details and examples in a text when explaining what the text says explicitly and when	The student inconsistently refers to details and examples in a text when explaining what the text says explicitly and when	The student consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text above the fourth	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3

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		drawing inferences from the text.	drawing inferences from the text.		grade stretch band of 940L.		
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4RI2	With prompting and support, the student can determine the main idea of a text and explain how it is supported by key details and summarize the text.	The student inconsistently determines the main idea of a text and explains how it is supported by key details and summarizes the text.	The student consistently determines the main idea of a text and explains how it is supported by key details and summarizes the text.	The student consistently determines the main idea of a text and explains how it is supported by key details and summarizes a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4RI3	With prompting and support, the student can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	The student inconsistently explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	The student consistently explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	The student consistently explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4RI4	With prompting and support, the student can determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	The student inconsistently determines the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	The student consistently determines the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4RI5	With prompting and support, the student can describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	The student inconsistently describes the overall structure of events, ideas, concepts, or information in a text or part of a text.	The student consistently describes the overall structure of events, ideas, concepts, or information in a text or part of a text.	The student consistently describes the overall structure of events, ideas, concepts, or information in a text or part of a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q4
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences	4RI6	With prompting and support, the student can compare and contrast a firsthand and secondhand account of	The student inconsistently compares and contrasts a firsthand and secondhand account of the same event or	The student consistently compares and contrasts a firsthand and secondhand account of the same event or topic and describes the	The student consistently compares and contrasts a firsthand and secondhand account of the same event or topic and describes the	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation	Q1, Q4

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in focus and the information provided.		the same event or topic and describe the differences in focus and the information provided.	topic and describes the differences in focus and the information provided.	differences in focus and the information provided.	differences in focus and the information provided in a text or part of a text above the fourth grade stretch band of 940L.	Teacher Created Assessments	
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4RI7	With prompting and support, the student can interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	The student inconsistently interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the text in which it appears.	The student consistently interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the text in which it appears.	The student consistently interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the text in which it appears above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q4
Explain how an author uses reasons and evidence to support particular points in a text.	4RI8	With prompting and support, the student can explain how an author uses reasons and evidence to support particular points in a text.	The student inconsistently explains how an author uses reasons and evidence to support particular points in a text.	The student consistently explains how an author uses reasons and evidence to support particular points in a text.	The student consistently explains how an author uses reasons and evidence to support particular points in a text above the fourth grade stretch band of 940L.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q4
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4RI9	With prompting and support, the student can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	The student inconsistently integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from more than two texts on the same topic in order to write or speak about the subject knowledgeably.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q4

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Domain: Foundational Skills							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Knows and applies grade-level phonics and word analysis skills in decoding.	4RF3 (a)	With prompting and support, the student is able to identify and know meanings of common prefixes and suffixes, decode common Latin suffixes, and decode multisyllabic words.	The student inconsistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.	The student consistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.		i-Ready Phonics i-Ready High Frequency Words Word Study Kit 2	Q1, Q2, Q3, Q4
Reads with accuracy and fluency to support comprehension.	4RF4 (a-c)	Reads 0-89 words per minute with 0%-93% accuracy	Reads 90-114 words per minute with 94%-96% accuracy.	Reads 115-119 words per minute with 97% accuracy.	Reads more than 120 words per minute correctly with 97-100% accuracy.	Running record Benchmark Oral Reading Fluency Passages	Q1, Q2, Q3, Q4

Domain: Writing							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Writes opinion pieces and supports point of view with reasons.	4W1 (a-d)	Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.	Inconsistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose.	Consistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose.		Opinion Performance Task	Q3, Q4
Writes informative/explanatory text to introduce a topic, give facts, and closure.	4W2 (a-e)	Requires teacher prompting and support to write informative/explanatory texts, directly related to text/media, by introducing a topic, using facts and	Inconsistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a	Consistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a		Informational Performance Task	Q1, Q4

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		definitions to develop points, and providing a concluding statement or section.	concluding statement or section. The development is largely appropriate to the task and purpose.	concluding statement or section. The development is largely appropriate to the task and purpose.		
Writes narratives using sequenced events, details, temporal words, and closure.	4W3 (a-e)	Requires teacher prompting and support to write narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure.	Inconsistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely appropriate to the task and purpose.	Consistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely appropriate to the task and purpose.		Narrative Performance Task Q2, Q4
Uses the writing process.	4W5	With prompting and support, the student focuses on a topic and strengthens writing as needed by revising and editing.	The student inconsistently focuses on a topic and strengthens writing as needed by revising and editing.	The student consistently focuses on a topic and strengthens writing as needed by revising and editing.		All Performance Tasks Q1, Q2, Q3, Q4
Conducts short research projects that build knowledge about a topic.	4W7	With prompting and support, the student conducts short research projects that build knowledge about a topic.	The student inconsistently conducts short research projects that build knowledge about a topic.	The student consistently conducts short research projects that build knowledge about a topic.		All Performance Tasks Q1, Q2, Q3, Q4
Recalls information from experience or gathers information from print and digital sources.	4W8	With prompting and support, the student recalls information from experience or gathers information from print and digital sources.	The student inconsistently recalls information from experience or gathers information from print and digital sources.	The student consistently recalls information from experience or gathers information from print and digital sources.		All Performance Tasks Q1, Q2, Q3, Q4
Draw evidence from literary or informational texts to support	4W9 (a-b)	With prompting and support, the student draws evidence from literary or informational texts to	The student inconsistently draws evidence from literary or informational texts to support	The student consistently draws evidence from literary or informational texts to support		All Performance Tasks Q1, Q2, Q3, Q4

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analysis, reflection, and research.		support analysis, reflection, and research.	analysis, reflection, and research.	analysis, reflection, and research.		
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Domain: Language and Vocabulary							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Demonstrate command of the conventions of standard English grammar to include capitalization, punctuation, and spelling when speaking and writing.	4L1(a-g) 4L2(a-d) 4L3(a-c)	With prompting and support, the student is able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is inconsistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is consistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.		All Performance Tasks Writing & Language Handbook pages 163-237	Q1, Q2, Q3, Q4
Writes legibly in cursive.	4L1h	With prompting and support the student is able to write in cursive.	The student is inconsistently able to write in cursive.	The student is consistently able to write in cursive.		Teacher observation	Q1, Q2, Q3, Q4
Determine and use strategies to clarify the meaning of unknown and multiple meaning words and phrases.	4L4(a-c)	With prompting and support, the student can use context clues to uncover meaning of unknown words.	The student can inconsistently use context clues to uncover meaning of unknown words.	The student can consistently use context clues to uncover meaning of unknown words.		All Performance Tasks Writing & Language Handbook pages 163-237	Q1, Q2 Q3, Q4
Demonstrate understanding of word relationships & nuances in word meanings.	4L5(a-c)	With prompting and support, the student is able to use vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student inconsistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student consistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.		All Performance Tasks Writing & Language Handbook pages 163-237	Q1, Q2 Q3, Q4



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