

Miller Place School District – Laddie A. Decker Sound Beach School Report Card

4th Grade Reading Writing Rubric

Reading	1	2	3	4
	<p>1. Moderate level of teacher assistance required to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. Developing independent reading skills by reading easy, unfamiliar texts and some short chapter books.</p> <p>3. Oral reading fluency is developing momentum and exhibits some attention to punctuation.</p> <p>4. Reads appropriate content area material with some assistance, and requires support for evaluation and application of the information.</p> <p>5. Comprehension skills are primarily literal, with ability to make some inferences and predictions with guidance.</p> <p>6. When responding to literature, may begin to connect ideas in text to other ideas, experiences, and/or literature with guidance.</p>	<p>1. Begins to independently apply strategies to differentiate among and select “just right,” “easy” and “challenging” literature.</p> <p>2. Begins to select more challenging literature, including longer chapter books with growing independence</p> <p>3. Oral reading fluency has increasing momentum and is developing expression with more attention and punctuation.</p> <p>4. Beginning to read content area material with confidence, but may need teacher support to evaluate and apply the information.</p> <p>5. Beginning to comprehend complex ideas and often makes accurate inferences and predictions based on information in text</p> <p>6. When responding to literature, begins to independently connect ideas in text to other ideas, experiences, and/or literature.</p>	<p>1. Capable of independently applying strategies to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. A self-motivated, experienced reader who is reading more demanding texts, longer chapter books and an expanding variety of genres.</p> <p>3. Oral reading fluency has sustained momentum and is developing further awareness of print features for expression and phrasing.</p> <p>4. Independently reads grade level content area material with confidence, and evaluates and applies the information.</p> <p>5. Comprehension is demonstrated through thoughtful reflection, with some teacher support needed for an awareness of character motivation and subtleties of author’s intended purpose.</p> <p>6. When responding to literature, independently connects ideas to other ideas, experiences, and/or literature and begins to use prior knowledge and information to support interpretation of the text.</p>	<p>1. Effectively applies strategies to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. Experienced, reflective reader who actively seeks out a wide range of demanding texts for learning, interest and/or pleasure with confidence.</p> <p>3. Oral reading fluency has sustained momentum and a deeper awareness of print features for expressive interpretation of text.</p> <p>4. Independently reads more demanding content area material, including reference material for research, with the ability to evaluate and apply the information.</p> <p>5. Exceptional comprehension of complex text through thoughtful reflection with an awareness of character motivation and subtleties of author’s intended purpose.</p> <p>6. When responding to literature, independently connects ideas in text to other ideas, experiences, and/or literature and consistently uses prior knowledge and information to support interpretation of the text and to support deep level understanding and thinking.</p>

Writing	1	2	3	4
	<p>1. A writer who addresses a variety of purposes with a moderate to high level of teacher intervention and is beginning to write more extended entries in Writer’s Notebook with guidance.</p> <p>2. Beginning to comprehend that writing is directed toward an audience and includes limited details to foster reading for understanding.</p> <p>3. Sentence structure is rarely varied to enhance fluency and a sense of organization is developing.</p> <p>4. When encouraged, uses descriptive word choices with limited success.</p> <p>5. Can make some effective self-revisions.</p>	<p>1. A writer who demonstrates some independence in writing and collects and explores ideas in Writer’s Notebook with direction.</p> <p>2. Writer occasionally speaks to audience using general details to help the reader understand and enjoy the story.</p> <p>3. Begins to write in an organized and interesting manner while occasionally varying length and structure of sentences.</p> <p>4. Beginning to make appropriate word choices to enhance the piece of writing.</p> <p>5. Beginning to understand the importance of revising in order to improve the writing piece.</p>	<p>1. A writer who can independently write for a variety of purposes including some significant entries in Writer’s Notebook to develop projects.</p> <p>2. Writer’s sense of connection to the audience is evident through the use of specific details to inform the reader.</p> <p>3. Writes meaningful pieces demonstrating good organization and some complex sentence structure.</p> <p>4. Uses some vivid language and specific vocabulary to enhance meaning.</p> <p>5. Applies revision process to clarify meaning and reworks sentences with occasional guidance.</p>	<p>1. A writer who effectively writes for a wide variety of purposes across different genres, embracing the Writer’s Notebook with some ability to springboard for writing projects inside and outside the classroom.</p> <p>2. Consistently anticipates the interests and needs of the audience, using quality details to engage the reader.</p> <p>3. Effective organization enables the reader to clearly understand the theme or story line through the use of complex sentence structure.</p> <p>4. Consistently uses vivid vocabulary and phrases to convey the message of the piece.</p> <p>5. Revises work independently while improving upon ideas suggested by peers or teacher.</p>