

**Park Ridge Public Schools**  
**Language Arts Literacy Report Card Rubrics**  
**Grade 4**

**Reading**

1) Reads independently at grade level \*

Trimester	1	2	3	4
1 <sup>st</sup>	Reads independently at Level N or below	Reads independently at Level O or P	Reads independently at Level Q or R	Reads independently at Level S or above
2 <sup>nd</sup>	Reads independently at Level O or below	Reads independently at Level P or Q	Reads independently at Level R or S	Reads independently at Level T or above
3 <sup>rd</sup>	Reads independently at Level P or below	Reads independently at Level Q or R	Reads independently at Level S or T	Reads independently at Level U or above

\* Independent reading levels determined by the *Teacher's College Independent Reading Level Assessment* and the *Developmental Reading Assessment (DRA2)*

2) Applies grade-level phonics and word analysis skills in decoding words

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words	<u>Inconsistently:</u> Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words	<u>Consistently:</u> Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words	<u>Consistently at an enriched level:</u> Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words

3) Reads with accuracy and fluency

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Reads with purpose and understanding</li> <li>• Reads orally with accuracy, appropriate rate, and expression</li> <li>• Uses context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Reads with purpose and understanding</li> <li>• Reads orally with accuracy, appropriate rate, and expression</li> <li>• Uses context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Reads with purpose and understanding</li> <li>• Reads orally with accuracy, appropriate rate, and expression</li> <li>• Uses context to confirm or self-correct word recognition and understanding, rereading</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Reads with purpose and understanding</li> <li>• Reads orally with accuracy, appropriate rate, and expression</li> <li>• Uses context to confirm or self-correct word recognition and</li> </ul>

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	necessary	necessary	as necessary	understanding, rereading as necessary
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**4) Applies reading strategies**

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Uses context and/or word parts to solve unfamiliar words</li> <li>• Recognizes when meaning is disrupted; chooses and uses fix-up strategies</li> <li>• Makes and adjusts predictions</li> <li>• Pauses while reading to think</li> <li>• Displays relevant thinking and understanding of texts through discussions, notes, and writing</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Uses context and/or word parts to solve unfamiliar words</li> <li>• Recognizes when meaning is disrupted; chooses and uses fix-up strategies</li> <li>• Makes and adjusts predictions</li> <li>• Pauses while reading to think</li> <li>• Displays relevant thinking and understanding of texts through discussions, notes, and writing</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Uses context and/or word parts to solve unfamiliar words</li> <li>• Recognizes when meaning is disrupted; chooses and uses fix-up strategies</li> <li>• Makes and adjusts predictions</li> <li>• Pauses while reading to think</li> <li>• Displays relevant thinking and understanding of texts through discussions, notes, and writing</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Uses context and/or word parts to solve unfamiliar words</li> <li>• Recognizes when meaning is disrupted; chooses and uses fix-up strategies</li> <li>• Makes and adjusts predictions</li> <li>• Pauses while reading to think</li> <li>• Displays relevant thinking and understanding of texts through discussions, notes, and writing</li> </ul>

**5) Reads with comprehension**

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Retellings and responses cite relevant details and/or ideas that are stated in the text</li> <li>• Asks and answers questions to identify main ideas, lessons, morals, and author's purpose or message</li> <li>• Interprets figurative</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Retellings and responses cite relevant details and/or ideas that are stated in the text</li> <li>• Asks and answers questions to identify main ideas, lessons, morals, and author's purpose or message</li> <li>• Interprets figurative language, including idioms,</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Retellings and responses cite relevant details and/or ideas that are stated in the text</li> <li>• Asks and answers questions to identify main ideas, lessons, morals, and author's purpose or message</li> <li>• Interprets figurative</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Retellings and responses cite relevant details and/or ideas that are stated in the text</li> <li>• Asks and answers questions to identify main ideas, lessons, morals, and author's purpose or message</li> </ul>

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	language, including idioms, similes and metaphors <ul style="list-style-type: none"> <li>• Applies knowledge of text features and structures to gather and use information</li> </ul>	similes and metaphors <ul style="list-style-type: none"> <li>• Applies knowledge of text features and structures to gather and use information</li> </ul>	language, including idioms, similes and metaphors <ul style="list-style-type: none"> <li>• Applies knowledge of text features and structures to gather and use information</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets figurative language, including idioms, similes and metaphors</li> <li>• Applies knowledge of text features and structures to gather and use information</li> </ul>
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**6) Responds to reading with higher-level thinking skills**

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Describes in depth a character, setting, or event</li> <li>• Explains events, procedures, ideas, or concepts in a text</li> <li>• Compares and contrasts differences in points of view</li> <li>• Explains how an author uses reasons and evidence to support particular points in a text</li> <li>• Compares and contrasts similar themes and topics and patterns of events</li> <li>• Integrates information from two texts on the same topic</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Describes in depth a character, setting, or event</li> <li>• Explains events, procedures, ideas, or concepts in a text</li> <li>• Compares and contrasts differences in points of view</li> <li>• Explains how an author uses reasons and evidence to support particular points in a text</li> <li>• Compares and contrasts similar themes and topics and patterns of events</li> <li>• Integrates information from two texts on the same topic</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Describes in depth a character, setting, or event</li> <li>• Explains events, procedures, ideas, or concepts in a text</li> <li>• Compares and contrasts differences in points of view</li> <li>• Explains how an author uses reasons and evidence to support particular points in a text</li> <li>• Compares and contrasts similar themes and topics and patterns of events</li> <li>• Integrates information from two texts on the same topic</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Describes in depth a character, setting, or event</li> <li>• Explains events, procedures, ideas, or concepts in a text</li> <li>• Compares and contrasts differences in points of view</li> <li>• Explains how an author uses reasons and evidence to support particular points in a text</li> <li>• Compares and contrasts similar themes and topics and patterns of events</li> <li>• Integrates information from two texts on the same topic</li> </ul>

**7) Demonstrates stamina during independent reading**

Trimester	1	2	3	4
1 <sup>st</sup>	<u>Rarely or never:</u> Sustains attention to independent reading for 25	<u>Inconsistently:</u> Sustains attention to independent reading for 25	<u>Consistently:</u> Sustains attention to independent reading for 25	<u>Consistently at an enriched level:</u> Sustains attention to

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	minutes	minutes	minutes	independent reading for 25 minutes
2 <sup>nd</sup>	Sustains attention to independent reading for 30 minutes	Sustains attention to independent reading for 30 minutes	Sustains attention to independent reading for 30 minutes	Sustains attention to independent reading for 30 minutes
3 <sup>rd</sup>	Sustains attention to independent reading for 35 minutes	Sustains attention to independent reading for 35 minutes	Sustains attention to independent reading for 35 minutes	Sustains attention to independent reading for 35 minutes

**Writing**

1) Produces clear and coherent writing

Trimester	1	2	3	4
	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>Develops introduction or beginning that orients the reader</li> <li>Uses organizational patterns that match the genre under study</li> <li>Provides relevant conclusion</li> <li>Maintains consistency in style and tone</li> <li>Uses a variety of transition words and phrases to connect sentences and ideas</li> <li>Organizes sentences into well-ordered paragraphs</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>Develops introduction or beginning that orients the reader</li> <li>Uses organizational patterns that match the genre under study</li> <li>Provides relevant conclusion</li> <li>Maintains consistency in style and tone</li> <li>Uses a variety of transition words and phrases to connect sentences and ideas</li> <li>Organizes sentences into well-ordered paragraphs</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>Develops introduction or beginning that orients the reader</li> <li>Uses organizational patterns that match the genre under study</li> <li>Provides relevant conclusion</li> <li>Maintains consistency in style and tone</li> <li>Uses a variety of transition words and phrases to connect sentences and ideas</li> <li>Organizes sentences into well-ordered paragraphs</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>Develops introduction or beginning that orients the reader</li> <li>Uses organizational patterns that match the genre under study</li> <li>Provides relevant conclusion</li> <li>Maintains consistency in style and tone</li> <li>Uses a variety of transition words and phrases to connect sentences and ideas</li> <li>Organizes sentences into well-ordered paragraphs</li> </ul>

2) Develops and strengthens writing

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>Uses narrative techniques,</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>Uses narrative techniques,</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>Uses narrative techniques,</li> </ul>	<u>Consistently at an enriched level:</u>

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	<p>such as dialogue, pacing, descriptive details, and sensory language</p> <ul style="list-style-type: none"> <li>• Develops topics with relevant facts and details</li> <li>• Supports claims with clear reasons and relevant evidence</li> <li>• Applies appropriate grade-level vocabulary</li> <li>• Chooses precise, interesting, words</li> <li>• Chooses punctuation for effect</li> <li>• Varies sentence patterns for meaning, interest, and style</li> <li>• Revises for meaning and organization</li> <li>• Includes formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>	<p>such as dialogue, pacing, descriptive details, and sensory language</p> <ul style="list-style-type: none"> <li>• Develops topics with relevant facts and details</li> <li>• Supports claims with clear reasons and relevant evidence</li> <li>• Applies appropriate grade-level vocabulary</li> <li>• Chooses precise, interesting, words</li> <li>• Chooses punctuation for effect</li> <li>• Varies sentence patterns for meaning, interest, and style</li> <li>• Revises for meaning and organization</li> <li>• Includes formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>	<p>such as dialogue, pacing, descriptive details, and sensory language</p> <ul style="list-style-type: none"> <li>• Develops topics with relevant facts and details</li> <li>• Supports claims with clear reasons and relevant evidence</li> <li>• Applies appropriate grade-level vocabulary</li> <li>• Chooses precise, interesting, words</li> <li>• Chooses punctuation for effect</li> <li>• Varies sentence patterns for meaning, interest, and style</li> <li>• Revises for meaning and organization</li> <li>• Includes formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Uses narrative techniques, such as dialogue, pacing, descriptive details, and sensory language</li> <li>• Develops topics with relevant facts and details</li> <li>• Supports claims with clear reasons and relevant evidence</li> <li>• Applies appropriate grade-level vocabulary</li> <li>• Chooses precise, interesting, words</li> <li>• Chooses punctuation for effect</li> <li>• Varies sentence patterns for meaning, interest, and style</li> <li>• Revises for meaning and organization</li> <li>• Includes formatting, graphics, and multimedia when useful to aiding comprehension</li> </ul>
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**3) Uses Writer's Notebook, minilessons and conferences as tools to develop writing ability**

Trimester	1	2	3	4
ALL	<p><u>Rarely or never:</u>            Uses Writer's Notebook, minilessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills</p>	<p><u>Inconsistently:</u>            Uses Writer's Notebook, minilessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills</p>	<p><u>Consistently:</u>            Uses Writer's Notebook, minilessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills</p>	<p><u>Consistently at an enriched level:</u>            Uses Writer's Notebook, minilessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills</p>

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4) Demonstrates grade-level command of grammar, usage, and mechanics

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Uses nouns, pronouns, verbs, adjectives, adverbs, and prepositions appropriately</li> <li>• Orders adjectives within sentences (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Correctly uses frequently confused words</li> <li>• Uses correct capitalization</li> <li>• Uses commas and quotation marks to mark direct speech and quotations from a text</li> <li>• Uses a comma correctly in a compound sentence</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Uses nouns, pronouns, verbs, adjectives, adverbs, and prepositions appropriately</li> <li>• Orders adjectives within sentences (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Correctly uses frequently confused words</li> <li>• Uses correct capitalization</li> <li>• Uses commas and quotation marks to mark direct speech and quotations from a text</li> <li>• Uses a comma correctly in a compound sentence</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Uses nouns, pronouns, verbs, adjectives, adverbs, and prepositions appropriately</li> <li>• Orders adjectives within sentences (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Correctly uses frequently confused words</li> <li>• Uses correct capitalization</li> <li>• Uses commas and quotation marks to mark direct speech and quotations from a text</li> <li>• Uses a comma correctly in a compound sentence</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Uses nouns, pronouns, verbs, adjectives, adverbs, and prepositions appropriately</li> <li>• Orders adjectives within sentences (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Correctly uses frequently confused words</li> <li>• Uses correct capitalization</li> <li>• Uses commas and quotation marks to mark direct speech and quotations from a text</li> <li>• Uses a comma correctly in a compound sentence</li> </ul>

5) Demonstrates grade-level command of spelling

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Applies learned patterns and generalizations to spell words correctly</li> <li>• Spells grade-appropriate words correctly, consulting references as needed</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Applies learned patterns and generalizations to spell words correctly</li> <li>• Spells grade-appropriate words correctly, consulting references as needed</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Applies learned patterns and generalizations to spell words correctly</li> <li>• Spells grade-appropriate words correctly, consulting references as needed</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Applies learned patterns and generalizations to spell words correctly</li> <li>• Spells grade-appropriate words correctly, consulting references as needed</li> </ul>

6) Demonstrates stamina during independent writing

Trimester	1	2	3	4
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ALL	<u>Rarely or never:</u> Writes routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences	<u>Inconsistently:</u> Writes routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences	<u>Consistently:</u> Writes routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences	<u>Consistently at an enriched level:</u> Writes routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences
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**Speaking and Listening**

1) Prepares for and participates effectively in a range of conversations and collaborations

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Comes to discussions prepared, having read or studied required material</li> <li>• Follows discussion rules, sets specific goals, and carries out assigned roles</li> <li>• Poses and responds to specific questions with relevant comments that elaborate on the remarks of others</li> <li>• Reviews key ideas expressed and draws conclusions from knowledge gained</li> <li>• Paraphrases information</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Comes to discussions prepared, having read or studied required material</li> <li>• Follows discussion rules, sets specific goals, and carries out assigned roles</li> <li>• Poses and responds to specific questions with relevant comments that elaborate on the remarks of others</li> <li>• Reviews key ideas expressed and draws conclusions from knowledge gained</li> <li>• Paraphrases information</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Comes to discussions prepared, having read or studied required material</li> <li>• Follows discussion rules, sets specific goals, and carries out assigned roles</li> <li>• Poses and responds to specific questions with relevant comments that elaborate on the remarks of others</li> <li>• Reviews key ideas expressed and draws conclusions from knowledge gained</li> <li>• Paraphrases information</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Comes to discussions prepared, having read or studied required material</li> <li>• Follows discussion rules, sets specific goals, and carries out assigned roles</li> <li>• Poses and responds to specific questions with relevant comments that elaborate on the remarks of others</li> <li>• Reviews key ideas expressed and draws conclusions from knowledge gained</li> <li>• Paraphrases information</li> </ul>

2) Presents information in an organized, appropriate, and strategic manner

Trimester	1	2	3	4
ALL	<u>Rarely or never:</u> <ul style="list-style-type: none"> <li>• Presents ideas or information in an organized, logical manner</li> </ul>	<u>Inconsistently:</u> <ul style="list-style-type: none"> <li>• Presents ideas or information in an organized, logical manner</li> </ul>	<u>Consistently:</u> <ul style="list-style-type: none"> <li>• Presents ideas or information in an organized, logical manner</li> </ul>	<u>Consistently at an enriched level:</u> <ul style="list-style-type: none"> <li>• Presents ideas or information in an organized,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Includes relevant facts and descriptive details to support main ideas or themes</li> <li>• Uses appropriate eye contact, adequate volume, and clear pronunciation</li> <li>• Adapts speech to a variety of contexts and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Includes relevant facts and descriptive details to support main ideas or themes</li> <li>• Uses appropriate eye contact, adequate volume, and clear pronunciation</li> <li>• Adapts speech to a variety of contexts and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Includes relevant facts and descriptive details to support main ideas or themes</li> <li>• Uses appropriate eye contact, adequate volume, and clear pronunciation</li> <li>• Adapts speech to a variety of contexts and tasks</li> </ul>	<p>logical manner</p> <ul style="list-style-type: none"> <li>• Includes relevant facts and descriptive details to support main ideas or themes</li> <li>• Uses appropriate eye contact, adequate volume, and clear pronunciation</li> <li>• Adapts speech to a variety of contexts and tasks</li> </ul>
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