



# 4th Grade Reading

## **Purpose**

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

## 4<sup>th</sup> Grade Reading

Statement	Exceeds	Secure	Developing	Beginning
<b>Reads fluently with purpose and understanding</b>	Reads above grade level text (T) with appropriate phrasing, expression, self monitoring, and pace to understand author's meaning	Reads grade level text (S) with appropriate phrasing, expression, self monitoring and pace to understand author's meaning	Reads below grade level text (P,Q,R) with appropriate phrasing, expression, self monitoring, and pace to understand author's meaning  Reads at grade level (S or above) without the elements of pace, self monitoring, attending to punctuation, or stress	Reads below grade level text (P & below) without appropriate phrasing, expression, self monitoring, and pace to understand author's meaning
<b>Uses knowledge of story structure to summarize and determine the theme</b>	Summarizes to support more than one student generated theme within one text OR Consider the author's choice of themes and its impact on a reader	Uses structural elements and specific details from a text as evidence to summarize and generate a theme	Summarizes, citing specific details and structural elements from a text, but does not generate a theme OR generates a theme, but does not support with a summary, citing specific details and structural elements	Identifies structural elements and details from the text, but does not generate a summary and theme statement
<b>Compares and contrasts similar themes or events presented in texts</b>	Analyzes similarities and differences to describe the impact/outcome it can have on a reader or culture OR evaluates an author's choices in representing themes or major events from various cultures or genres	Provides evidence of similarities and differences in texts, visual or oral representation from various cultures and genres focusing on theme or major events	States similarities and differences in text, visual or oral representations from various cultures and genres focusing on theme or major events	States similarities and differences in text, visual or oral representations from various cultures and genres

<b>Refers to details and examples in a text when making inferences</b>	Provides specific evidence from the text that supports an inference AND describes how the inferences will influence their thinking OR interprets why an author chose to provide text clues leading to an inference	Makes an inference related to the text using both evidence from the text and schema	Attempts an inference related to the text using either evidence from the text OR schema	Makes a statement related to the text but not supported by evidence from the text or schema
<b>Uses text evidence to determine a main idea</b>	Evaluate the author's delivery of the main idea and organization of information within the text	Determines a main idea with supporting evidence from the text	Determines a main idea, but does not include supporting evidence OR uses supporting evidence, but does not determine a main idea	Identifies details from the text
<b>Integrates and communicates information from two sources on the same topic</b>	Integrates schema and information from three or more sources when communicating on a topic in their own words OR represents learning using multiple methods including text features/multimedia presentations	Integrates information from at least two sources when communicating on a topic	States facts from texts; Does not combine schema or information from another text	Identifies irrelevant facts from texts
<b>Determines the meaning of words and phrases</b>	Flexibly uses multiple strategies to determine the meaning of words and phrases; uses them in context	Uses multiple strategies to determine the accurate word meaning	Uses multiple strategies to determine the word meaning; Does not consistently determine the correct word meaning	Relies on one strategy; Does not attempt alternate strategies in varied situations
<b>Reads grade level text</b>	Reads benchmark level T or above	Reads benchmark level S	Reads benchmark level Q-R	Reads benchmark level P or below

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*