

## John Lyman School Grade 4 Rubrics

### Language Arts

#### Applies strategies for comprehending fiction

- 4 Uses appropriate strategies and applies them effectively to comprehend challenging text
- 3 Applies strategies to comprehend text; uses some higher order strategies
- 2 Sometimes selects and applies strategies to comprehend text; uses some higher order strategies
- 1 Rarely selects or applies strategies to comprehend text

#### Applies strategies for comprehending non-fiction

- 4 Selects and applies strategies to comprehend text
- 3 Applies selected strategies to comprehend text
- 2 Begins to apply selected strategies to comprehend text; developing familiarity with text organization; can distinguish fact from opinion, may require assistance with vocabulary
- 1 Needs assistance to apply strategies to comprehend text

#### Responds to reading in oral, artistic and written form

- 4 Initiates and completes projects to compare, analyze, generalize or draw conclusions based on text or personal experience
- 3 Completes assigned tasks requiring some degree of abstraction or generalization of themes or events in a book based on text or personal experience
- 2 Sometimes bases response using information or examples from text or personal experience; sometimes demonstrates other than literal comprehension of text.
- 1 Rarely bases response on information or examples from text, personal experience or other text; demonstrates literal understanding only.

#### Reads a variety of books at grade level

- 4 Selects and completes a variety of appropriate and challenging books beyond grade level
- 3 Reads and comprehends grade level books from a variety of authors and genres
- 2 Reads and comprehends easier books
- 1 Reads significantly below grade level; needs assistance selecting appropriate independent reading material

#### Summarizes from a variety of texts

- 4 Summarizes complex stories; can generalize information and relate briefly and concisely
- 3 Summarizes clearly and concisely from a variety of texts
- 2 Summarizes events or information; may include extraneous details or omit key details
- 1 Sometimes separates main idea from supporting details; often includes extraneous details or omits key details

#### Plans, drafts, revises, edits, and publishes a clear, organized narrative

- 4 Plans, drafts, revises, edits, and publishes a clear, organized piece of writing using a variety of writing formats
- 3 Plans, drafts, revises, edits, and publishes a clear, organized narrative
- 2 Sometimes plans, drafts, revises, edits, and publishes a clear, organized narrative
- 1 Rarely plans, drafts, revises, edits, and publishes a clear, organized narrative

#### Gives constructive suggestions to improve writing

- 4 Listens to peer writer and offers specific constructive suggestions to improve peer efforts
- 3 Gives constructive suggestions to improve writing; listens to peer writer; offers general constructive suggestions
- 2 Listens to peer writer; sometimes gives general constructive suggestions
- 1 Listens to peer writer; rarely gives general constructive suggestions

**Acts upon constructive suggestions to improve writing**

- 4 Acts upon suggestions and requests a follow-up meeting
- 3 Acts upon constructive suggestions to improve writing
- 2 Sometimes acts upon suggestions
- 1 Rarely acts upon suggestions

**Applies writing skills in all written work**

- 4 Extends writing skills beyond grade level in all written work
- 3 Applies writing skills in all written work
- 2 Sometimes applies appropriate writing skills
- 1 Rarely applies appropriate writing skills

**Uses standards spelling of grade 4 words**

- 4 Internalizes many rules and patterns in addition to correctly spelling high frequency words to 400 in all written work
- 3 Uses standard spelling of priority words (1-75) in all written work and can spell high frequency words to 400 in isolation
- 2 Inconsistent spelling of priority words (1-75) and high frequency words to 400
- 1 Misspells many priority words (1-75)

**Expresses opinions and ideas clearly**

- 4 Initiates and expands discussions; makes connections between stated ideas
- 3 Expresses opinions and ideas clearly
- 2 Sometimes expresses opinions and ideas clearly
- 1 Rarely expresses opinions and ideas clearly

**Makes a presentation to a wider audience**

- 4 Creates opportunities to present ideas and/or work to an audience
- 3 Makes a presentation to a wider audience; presents ideas and/or work to an audience outside of classroom peers
- 2 Sometimes presents ideas and/or work to an audience outside of classroom peers
- 1 Rarely presents ideas and/or work to an audience outside of classroom peers

**Mathematics****Explains problem-solving strategies and solutions clearly in math language**

- 4 Gives a clear, effective written explanation detailing how the problem is solved; precise and appropriate use of mathematical vocabulary; generates multiple solutions and/or strategies
- 3 Explains strategies and solutions clearly in math language; gives a clear written explanation of the solution and strategies with appropriate mathematical vocabulary
- 2 Provides incomplete written explanation of solutions and strategy
- 1 Rarely gives a clear written explanation of the solution; mathematical vocabulary is unclear; strategy is ineffective

**Applies and accurately uses addition**

- 4 Applies and accurately uses addition to solve problems with more complex numbers
- 3 Applies and accurately uses addition computation with regrouping with 3-digit numbers
- 2 Addition is sometimes correctly chosen and/or carried out accurately
- 1 Addition is rarely chosen and/or carried out accurately

**Applies and accurately uses subtraction**

- 4 Applies and accurately uses subtraction to solve problems with more complex numbers
- 3 Applies and accurately uses subtraction computation with regrouping with 3-digit numbers
- 2 Subtraction is sometimes correctly chosen and/or carried out accurately
- 1 Subtraction is rarely chosen and/or carried out accurately

**Applies and accurately uses multiplication**

- 4 Applies and accurately uses multiplication to solve problems with more complex numbers
- 3 Applies and accurately uses multiplication computation to solve problems
- 2 Multiplication is sometimes correctly chosen and/or carried out accurately
- 1 Multiplication is rarely chosen and/or carried out accurately

**Applies and accurately uses division**

- 4 Applies and accurately uses division to solve problems with more complex numbers
- 3 Applies and accurately uses division computation to solve problems
- 2 Division is sometimes correctly chosen and/or carried out accurately
- 1 Division is rarely chosen and/or carried out accurately

**Makes reasonable quantitative estimates to solve and check problems**

- 4 Independently uses a variety of estimation strategies to solve and check problems
- 3 Makes reasonable quantitative estimates to solve and check problems
- 2 Sometimes uses estimation strategies to solve and check problems
- 1 Rarely uses estimation strategies to solve and check problems

**Interprets graphs and tables**

- 4 Initiates the use of graphs and tables to extend learning
- 3 Interprets graphs and tables accurately
- 2 Partially interprets graphs and tables
- 1 Misinterprets graphs and tables

**Designs graphs and tables**

- 4 Selects and designs graphs and tables to represent information using a higher degree of detail to explain information
- 3 Designs graphs and tables to represent information accurately and effectively ((labels and keys)
- 2 Designs graphs and tables that partially represent information (may have some inaccuracy)
- 1 Designs graphs and tables that do not represent the information

**Draws and explains properties of geometric shapes**

- 4 Demonstrates this math skill extended to a higher level of understanding and difficulty
- 3 Identifies, recognizes and draws 2-dimensional geometric shapes and figures, including numbers of angles and sides of polygons
- 2 Demonstrates partial use of this math skill
- 1 Limited evidence of this skill

**Shows understanding of fractional values**

- 4 Can identify equivalent fractions
- 3 Shows understanding of fractional values; identifies and writes fractions to represent parts of whole and sets (halves, thirds, fourths, sixths, eighths); connects decimal tenths to fractional tenths
- 2 Sometimes identifies and writes fractions; groups concrete materials into fractional parts
- 1 Rarely identifies and writes fractions; rarely able to group concrete materials into fractional parts

**Uses appropriate unit of measurement for a specific task**

- 4 Uses additional unit of measurement for a specific task
- 3 Uses appropriate unit of measurement accurately for a specific task
- 2 Sometimes uses appropriate unit of measurement accurately for a specific task
- 1 Rarely uses appropriate unit of measurement accurately for a specific task

**Knows multiplication facts to 10**

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

**Knows division facts to 10**

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

**Applies math to project work**

- 4 Represents some findings mathematically, demonstrating a higher level of understanding and complexity
- 3 Represents some research findings mathematically
- 2 Represents some research findings mathematically with adult encouragement
- 1 Represents some research findings mathematically only with adult direction and assistance

**Science, Social Studies, Project Work and Information Literacy****Shows understanding of science concepts and results of investigations**

- 4 Extends and applies understanding of science studies and investigations
- 3 Shows understanding of science studies and investigations
- 2 Sometimes shows understanding of science concepts and understandings
- 1 Needs assistance to understand science concepts and investigations

**Follows directed lab procedures/experiments**

- 4 Takes initiative during laboratory activities
- 3 Follows directed lab procedure/experiment
- 2 Sometimes follows directed lab procedure/experiment
- 1 Needs assistance to perform lab procedures and experiments

**Shows understanding of social studies concepts**

- 4 Extends and applies understanding of social studies concepts
- 1 Shows understanding of social studies concepts
- 1 Sometimes shows understanding of social studies concepts
- 1 Needs assistance to understand social study concepts

**Plans, drafts, revises, edits and publishes clear informational writing**

- 4 Plans, drafts, revises, edits and publishes informational writing that is creatively organized
- 3 Plans, drafts, revises, edits and publishes clear informational writing
- 2 Sometimes plans, drafts, revises, edits and publishes clear informational writing
- 1 Rarely plans, drafts, revises, edits and publishes clear informational writing

**Sequences information**

- 4 Sequences information with an overall design
- 3 Sequences information for readers to understand
- 2 Sometimes sequences information for readers to understand
- 1 Rarely sequences information for readers to understand; needs step-by-step help to achieve a clear sequence

**Shares new understanding of self-selected research topic**

- 4 Communicates extensive gains in understanding
- 3 Shares new understanding of self-selected research topic
- 2 Communicates knowledge that has been confirmed or clarified
- 1 Communicates limited gains in understanding

## **Chooses appropriate print, non-print, and multimedia sources to access information**

- 4 Chooses appropriate print, non-print, and multimedia sources to access information; notices discrepancies among sources
- 3 Chooses appropriate print, non-print, and multimedia sources to access information; uses more than one source to research a question
- 2 Sometimes needs assistance to choose appropriate sources
- 1 Relies on teacher direction to choose sources

## **Selects and uses reference tools**

- 4 Assists others in selecting and using reference tools
- 3 Selects and uses reference tools
- 2 Sometimes selects and uses reference tools
- 1 Rarely s selects and uses reference tools

## **Lifelong Learning/ Core Ethical Values**

### **Demonstrates responsibility**

- Strives to produce quality work
  - Shows thoroughness
  - Demonstrates his/her best effort
  - Demonstrates legibility and neatness to his/her best ability
  - Willing to check and improve work when asked
  - Shows accuracy and care
- Makes appropriate choices to complete tasks and meet goals
  - Makes appropriate choices to complete tasks and meet goals (seat choice, use of time); can plan his/her day
  - Makes good use of time
- Demonstrates self-control
  - Controls impulsive behavior
  - Uses appropriate volume and tone of voice
  - Moves safely
  - Uses materials appropriately
  - Makes smooth transitions
  - Does not distract others

### **Demonstrates respect**

- Listens and follows directions
  - Is focused and attentive during discussions
  - Maintains focus and attention on speaker
  - Makes relevant comments
  - Does not distract self or others
- Respects others' opinions and point of view
  - Recognizes that there are differences of opinion
  - Can identify a point of view other than his/her own
  - Is able to understand different opinions and points of view
- Works cooperatively and productively with others
  - Stays on task during group work
  - Contributes to group work and discussion
  - Works cooperatively with a variety of classmates
  - Helps others stay on task and offers direction if needed;
  - Manages to solve problems or misunderstandings

## Kindness

- Interacts positively with others
  - Is polite and courteous
  - Is mindful of others' feelings
  - Includes others and does not exclude
  - Is tolerant and accepting of differences
  - Honors accomplishments of others
- Helps others and makes positive contribution to the classroom and school community
  - Makes positive contributions to school community (study buddy, school chores, school boards, senate, assembly)
  - Assists others without being asked
  - Performs classroom and or school chores

## Courage

- Takes responsible academic and social risks
  - Is able to take a thoughtful chance
  - Responsibly tries new things to move beyond his/her comfort level
  - Asks appropriately for help if needed
  - Defends what is known to be right

## Honesty

- Accepts responsibility for own actions and words
  - Takes ownership for behavior
  - Takes ownership for school work