

Reading Rubrics: Grade 4

Rubric assumes an increasing level of skill applications between grade levels.

WORD IDENTIFICATION and VOCABULARY	
4WRDVOC Student uses strategies to decode and comprehend meaning of words in text.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. decode regularly spelled, multi-syllabic words (e.g. courageous, experienced, bewildered, etc.) using... <ul style="list-style-type: none"> • phonics (e.g. diagraphs, blends, letter sound relationships). • word structure (e.g. root or base words, prefixes, suffixes, abbreviations). • language structure (e.g. word order, grammar). b. determine the meaning of unfamiliar words (e.g. vocabulary) by using knowledge of phonetics, context and visual clues. c. identify relationships among words (e.g. synonyms, antonyms, homophones, and homographs). d. obtain information using text features (e.g. bolded or italicized text, pictures, illustrations) text structures, (e.g. cause and effect, question/answer, description, etc.) e. self-monitor and self-correct while reading (e.g. sounding out words, adjusting reading pace, rereading difficult or relevant material). f. comprehend and apply vocabulary words. <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • relies on phonetics and confuses word structure and language structure when reading words in text. • relies on visual clues to determine the meaning of unfamiliar words. • identifies relationships among words (i.e. synonyms and antonyms). • obtains information using text features (i.e. bolded or italicized text, pictures, and illustrations). • corrects reading with teacher prompt. • identifies vocabulary words in text. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

*See State and District Grade Level Expectations for complete reference
e.g. abbr. (for example)*

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Reading

COMPREHENSION	
4C:LITINF Student comprehends literal and inferred meaning from text.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. locate information explicitly stated in narrative and informational text to answer literal comprehension questions. b. use a variety of strategies to monitor own reading and recognize when comprehension has broken down by (e.g. making connections (i.e. self, text, and the world), rereading, questioning, inferring, predicting, visualizing and synthesizing). c. comprehend meaning and use of literary elements and devices (i.e. dialogue, rhyme, alliteration, personification, metaphor, and simile). <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • locates information explicitly stated in narrative and informational text when page number is provided. • uses basic strategies to monitor own reading (e.g. makes connections, questions, predicts, and visualizes). • identifies literary elements and devices. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

COMPREHENSION		
4C:AC&S Student analyzes content and structure of genres.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. identify the four major genres of fiction (i.e. short story, drama (plays), novel, and poetry). b. identify and explain the characteristics of fiction and non-fiction. c. identify and describe plot, main characters, and setting in fiction. d. compare and contrast plot, setting and characters in different stories across a variety of works by a variety of authors on a single topic (e.g. journeys, problem solvers, etc.). e. connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • identifies two major genres of fiction (i.e. short story, drama (plays), novel, and poetry). • identifies fiction and non-fiction. • identifies the plot, main characters, and setting in fiction. • compare and contrast plot, setting and characters across two works on the same topic (e.g. mysteries). • identifies cultural influences in text. <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference
 e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Reading

COMPREHENSION		
4C:A&R Student analyzes content and responds to text.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ul style="list-style-type: none"> a. restate (non-fiction) and summarize (fiction) information in oral and written forms. b. retell story events in correct sequence. c. express own opinion about material read and supports opinions with evidence from text. d. draw conclusions and support with evidence from text, orally and in writing to... <ul style="list-style-type: none"> • identify character motivation. • compare and contrast plot, setting, and character within or between texts. • identify cause and effect. • determine fact from opinion. e. respond using details from text to identify <ul style="list-style-type: none"> • main idea and author’s message (e.g. helping others brings great rewards). • theme (e.g. journeys, heroes, etc.). • purpose (e.g. to inform, entertain, etc.) f. identify sequence of steps and follow written, multi-step directions (e.g. recipe). <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • restates and summarizes information in oral and written forms, with inaccuracies. • retells story events in random order. • expresses own opinion about material read. • draws conclusions from text to... <ul style="list-style-type: none"> ○ identify cause and effect ○ identify plot, main character, and setting ○ identify fact from opinion ○ compare and contrast characters within text. • generalizes... <ul style="list-style-type: none"> ○ main idea (e.g. mushing as a business). ○ purpose. • identifies multi-step directions. <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No Progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Reading

FLUENCY	
4FLUENCY Student uses punctuation and print conventions to read aloud fluently.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>While reading aloud, student will:</p> <ul style="list-style-type: none"> a. read orally with rhythm, flow and expression to convey meaning. (e.g. 3-4 word phrases, adjust reading pace and intonation) b. demonstrate understanding of punctuation (e.g. periods, question marks, exclamation marks, quotation marks, commas) and other conventions of print (e.g. bold, italics, size of prin.) c. read at least 118 WPM using grade-level text. <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • reads with irregular rhythm, flow and expression. (e.g. 2 word phrases) • reads at least 99-117 WPM using grade-level text. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Reading

POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING		
4POSATTD Student chooses to read a variety of print formats for a sustained time.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. read independently for 40+ minutes. b. read self-selected and assigned texts. c. participate in book discussion groups with peers. d. listen attentively and respond appropriately during read-aloud. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • reads independently for less than 40 minutes. • reads assigned texts. • participates, when called upon, in book discussion groups with peers. • listens during read-aloud. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
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