

Grade 4 Informal Checklists

Informal Checklists are available online for download at Curriculum.ELeducation.org.

These checklists are for use when informally assessing speaking and listening activities, the writing process, and when students are reading aloud, and are organized according to the Common Core State Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

1 = Beginning 2 = Developing 3 = Proficient 4 = Advanced

Contents

Grade	Checklist	Standard(s)
4	Reading Fluency Checklist: <i>Students read a short, unfamiliar, on-level passage of text aloud.</i>	RF.4.4a–c
4	Writing Record Checklist: <i>A checklist to track the different kinds of writing students complete across the year</i>	W.4.10
4	Writing Process Checklist: <i>Students plan, draft, revise, and edit their writing.</i>	W.4.4, W.4.5, W.4.6, W.4.8, W.4.9, L.4.1f, L.4.1g, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3a, L.4.3b, L.4.3c, L.4.6
4	Collaborative Discussion Checklist: <i>Students participate in a collaborative discussion on grade 4 topics and texts.</i>	SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.6, L.4.1a, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g, L.4.3a, L.4.3b, L.4.3c, L.4.6
4	Presentation of Knowledge and Ideas Checklist: <i>Student orally present on a topic or text, tell a story, or recount an experience.</i>	SL.4.4, SL.4.5, SL.4.6
4	Speaking and Listening Comprehension Checklist I: <i>Students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	SL.4.2
4	Speaking and Listening Comprehension Checklist II: <i>Students identify reasons and evidence a speaker provides to support points. Choose a speaker to present on the topic of study.</i>	SL.4.3

Reading Fluency Checklist

This informal assessment centers on CCSS ELA RF.4. In this assessment, a student reads a short, unfamiliar passage aloud to demonstrate sufficient accuracy and fluency. Choose an on-level text for the student to read aloud. Time the student as he or she reads the text aloud, noting any miscues and self-corrections as he or she reads.

CCSS Assessed:

RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Name:							Grade:	Date:
CCSS	Criteria	4	3	2	1	Notes		
	Fluency							
RF.4.4a	Reads on-level text with purpose and understanding.							
RF.4.4b	Reads with 99–100% accuracy.							
RF.4.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.							
RF.4.4b	Reads at a rate that is appropriate for the piece.							
RF.4.4b	Reading flows smoothly, without many breaks.							
RF.4.4b	Reads groups of related words and phrases together.							
RF.4.4b	Notifies and reads punctuation (e.g., pauses after a comma; questions sound like questions).							
RF.4.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).							
RF.4.4b	(For prose or poetry) Facial expressions and body language match expression in voice.							

Writing Record Checklist

This checklist tracks the different kinds of writing students complete across the year in order to show their progress toward W.10. It is suggested that each student have a folder in which to store informal checklists. Student progress can then quickly be seen across the year.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

Refer to the following key to complete the checklist:

Column	Abbreviations
Short or Extended Time Frame <i>How long did this piece take to write?</i>	S = Short (a day or two) E = Extended (several days or several weeks)
Writing Type <i>What kind of writing is this?</i>	I/E = Informative/Explanatory O = Opinion N = Narrative
Subject <i>What type of content was written about?</i>	S = Science SS = Social Studies M = Mathematics ELA = English Language Arts O = Other
Audience <i>Who will read this piece? Who was the intended audience?</i>	parents peers (classmates or students the same age) younger students teacher community other

CCSS Assessed:

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Writing Process Checklist

CCSS Assessed:

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Student Name:		Grade 4 Date:				
CCSS	Criteria	4	3	2	1	Notes
	Planning					
W.4.5	With guidance and support from peers and adults, makes a plan for writing.					
W.4.8	Recalls relevant information from experiences or gathers relevant information from print and digital sources in preparation for writing.					
W.4.8	Takes notes and categorizes information.					
W.4.8	Provides a list of sources.					
W.4.9	Draws evidence from literary or informational texts to support analysis, reflection, and research.					
	Drafting	4	3	2	1	
W.4.6	Demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting.					
W.4.6	With some guidance and support from adults, uses technology to produce writing.					
W.4.6	Uses technology, including the Internet, to interact and collaborate with others on a writing project.					
L.4.6	Accurately uses grade-appropriate general academic and domain-specific words and phrases.					
	Criteria	4	3	2	1	Notes
	Revising	4	3	2	1	
W.4.5	Revises work based on peer and teacher feedback.					
L.4.3c W.4.4	Considers and chooses appropriate voice and tone for purpose and audience.					

CCSS	Criteria					Notes	
		4	3	2	1		
	Revising	4	3	2	1		
L.4.1f	Recognizes and corrects inappropriate fragments and run-ons.						
L.4.3b	Chooses punctuation for effect.						
L.4.3a	Chooses words and phrases to convey ideas precisely.						
L.4.2d	Consults references (dictionary/thesaurus) as needed.						
	Criteria						
	Editing	4	3	2	1		
L.4.2a	Uses correct capitalization.						
L.4.2b	Uses commas and quotation marks to mark direct speech.						
L.4.2b	Uses commas and quotation marks to mark quotations from a text.						
L.4.2c	Uses a comma before a coordinating conjunction in a compound sentence.						
L.4.2d, L.4.1g	Spells grade-appropriate words correctly, including frequently confused words (e.g., to, too, two; there, their).						
W.4.6	With some guidance and support from adults, uses technology to publish writing.						

Collaborative Discussion Checklist

This informal assessment centers on CCSS ELA SL.4.1, SL.4.6, L.4.1, L.4.3, and L.4.6. In this assessment, students participate in a collaborative discussion on grade 4 topics and texts. Choose a topic or text and pose a question for students to discuss. Allow students to review any notes and/or texts before the discussion. As students engage in the discussion, use the checklist on the following pages to assess students' language use and ability to build on others' ideas and express their own ideas clearly. Remove columns from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Student Name:		Grade 4 Date:				
CCSS	Criteria	4	3	2	1	Notes
	Comprehension and Collaboration					
SL.4.1a	Comes to discussions prepared, having read or studied required material.					
SL.4.1a	Explicitly draws on preparation and other information known about the topic to explore ideas under discussion.					
SL.4.1b	Follows agreed-upon rules for discussions and carries out assigned roles.					
SL.4.1c	Makes comments that contribute to the discussion.					
SL.4.1c	Poses and responds to specific questions to clarify or follow up on information.					
SL.4.1c	Links comments to the remarks of others.					
SL.4.1d	Reviews the key ideas expressed.					
SL.4.1d	Explains own ideas and understanding in light of the discussion.					
CCSS	Criteria	4	3	2	1	Notes
	Conventions and Language Use					
SL.4.6 L.4.3c	Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); uses formal English when appropriate to the task and situation.					
L.4.1 L.4.3	Demonstrates command of the conventions of standard English grammar and usage, and uses knowledge of language and its conventions when speaking and listening.					
L.4.1a	Uses relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>).					

CCSS	Criteria Conventions and Language Use	4	3	2	1	Notes
L.4.1b	Forms and uses the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.					
L.4.1c	Uses modal auxiliaries (e.g., can, may, must) to convey various conditions.					
L.4.1d	Orders adjectives within sentences according to conventional patterns.					
L.4.1e	Forms and uses prepositional phrases.					
L.4.1f	Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.					
CCSS	Criteria	4	3	2	1	Notes
L.4.1g	Correctly uses frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>).					
L.4.3a L.4.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.					
L.4.6	Accurately uses grade-appropriate general academic and domain-specific words and phrases.					
L.4.6	Accurately uses grade-appropriate words and phrases that signal precise actions, emotions, or states of being and that are basic to a particular topic.					

Presentation of Knowledge and Ideas Checklist

This informal assessment centers on CCSS ELA SL.4.4, SL.4.5, and SL.4.6. In this assessment, students orally present on a topic or text, tell a story, or recount an experience. As each student presents, use the checklist to assess that student's ability to present knowledge and ideas effectively. Remove rows from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Student Name:		Grade 4				
CCSS		Date:				
Criteria		4	3	2	1	Notes
Presentation of Knowledge and Ideas						
SL.4.4	Reports on a topic or text, tells a story, or recounts an experience in an organized manner.					
SL.4.4	Uses appropriate facts and relevant, descriptive details to support main ideas or themes.					
SL.4.4	Speaks clearly at an understandable pace.					
SL.4.5	Adds audio recordings and visual displays to presentations when appropriate.					
SL.4.5	Audio recordings and visual displays to presentations enhance the development of main ideas or themes.					
SL.4.6	Uses formal English when appropriate to the task and situation.					

Speaking and Listening Comprehension Checklist I (Grade 4)

This informal assessment centers on CCSS ELA **SL.4.2**. In this assessment, students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Choose a text or other format related to the topic of study. Have students listen/watch the text/media twice—first to determine the gist and a second time to take notes. Then invite students to respond to the following prompt:

Explain to another student what this text/media was about by paraphrasing the information you heard and/or saw. Be sure to include specific details that support the main idea in your response.

CCSS Assessed:

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Student Name:		Grade 4				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Speaking and Listening Comprehension					
SL.4.2	Paraphrases the text or information presented.					
SL.4.2	Identifies specific examples/details that make clear reference to the information presented.					

Speaking and Listening Comprehension Checklist II

This informal assessment centers on CCSS ELA SL.4.3. In this assessment, students identify reasons and evidence a speaker provides to support points. Choose a speaker to present on the topic of study. Have students listen and take notes as the speaker presents. Then invite students to respond to the following prompt:

Identify the reasons and evidence the speaker provided to support particular points in his or her presentation. Be sure to include specific details from your presentation that support your response.

CCSS Assessed:

SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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Student Name:		Grade 4				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Speaking and Listening Comprehension					
SL.4.3	Identifies the reasons a speaker provides to support particular points.					
SL.4.3	Identifies evidence a speaker provides to support particular points.					