

# Grade 4: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 4					
		Write opinion pieces on topics or texts, supporting a point of view with reasons.			
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
<b>A</b>	RI.4.1 W.4.9	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose <sup>1</sup>					
<b>B</b>	W.4.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
<b>C</b>	W.4.1a	Effective or engaging introduction and concluding statement or section	Introduction provides needed context on the topic or text	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the opinion
<b>D</b>	W.4.1d		Concluding statement or section is <b>related to the opinion presented</b>		
<b>E</b>	W.4.1a	Logical progression of ideas from beginning to end; strong connections between and among ideas in paragraphs and sections	<b>Creates an organizational structure in which related ideas are grouped to support the writer's purpose</b>	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas and/or information and ideas seem to be randomly ordered or have an unclear progression
<b>F</b>	W.4.1c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	<b>Links opinion and reasons using words and phrases</b>	Connects some ideas using linking words and phrases	Few/no linking words or phrases used; transitions may be awkward

<sup>1</sup> W.4.4 is reflected in all descriptors.

Evidence and Elaboration					
<b>G</b>	W.4.1b	Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific	<b>Provides reasons that are supported by facts and details</b>	Opinion is insufficiently supported by reasons, facts, and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied Expression of ideas may be vague or confusing
<b>H</b>	L.4.3a–c L.4.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Vocabulary is generally appropriate for the audience and purpose	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose	Uses basic vocabulary, and simple or repetitive sentence structure
<b>I</b>	W.4.4 (partial) L.4.3 a–c L.4.6	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
<b>J</b>	W.4.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	List of sources is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions					
<b>K</b>	L.4.1 L.4.3 b	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
<b>L</b>	L.4.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

Informative/Explanatory Writing Rubric: Grade 4					
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
<b>A</b>	RI.4.1 W.4.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus weakly supported by textual evidence	Does not demonstrate understanding, or shows a misunderstanding, of ideas by offering a focus unsupported by textual evidence

## Poetry, Poets, and Becoming Writers

Organization and Purpose					
<b>B</b>	W.4.2a	Focus is clearly communicated and strongly maintained	Focus is clear and maintained	Focus may be somewhat unclear and/or insufficiently maintained	Focus may be confusing or ambiguous
<b>C</b> <b>D</b>	W.4.2a	Effective or engaging introduction and concluding statement or section	Introduction provides context on the topic <b>Concluding statement or section is clearly related to the information or explanation presented</b>	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or off-topic
<b>E</b>	W.4.2.a	Logical progression of ideas from beginning to end; strong connections between and among ideas in paragraphs and sections	Information is grouped in <b>related paragraphs and sections</b>	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas and/or information and ideas seem to be randomly ordered
<b>F</b>	W.4.2.c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	<b>Uses transitional words and phrases where needed to link ideas within categories of information</b>	Connects some ideas using linking words and phrases	Few/no linking words or phrases used; transitions may be awkward
Evidence and Elaboration					
<b>G</b>	W.4.2b	Effective use of a variety of elaborative techniques; well-chosen evidence from the source material develops the topic and is integrated, relevant, and specific	Effectively uses some elaboration techniques; <b>develops the topic</b> with accurate <b>facts, definitions, concrete details, quotations, or other information and examples related to the topic</b>	Weak or uneven use of elaboration techniques; topic is insufficiently developed with facts and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague and/or copied; development may consist primarily of source summary	Minimal, if any, use of elaborative techniques; supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas may be vague or confusing
<b>H</b>	W.4.2a		<b>Includes formatting, illustrations, and multimedia when useful to aiding comprehension</b>		
<b>I</b>	W.4.2d L.4.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	<b>Uses precise language and domain-specific vocabulary to inform about or explain the topic;</b> conveys ideas and information clearly	Uses some grade-appropriate general academic and domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
<b>J</b>	W.4.4 (partial) L.4.3 L.4.6	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
<b>K</b>	W.4.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material

Conventions					
L	L.4.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	
M	L.4.2 L.4.3b	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe and meaning is often obscured

Narrative Writing Rubric: Grade 4					
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Connection					
A	RI.4.1 W.4.9	Connections to source materials enhance the narrative	Connections to source materials contribute to the narrative	Connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative	Connections to source materials are not evident or detract from the narrative
Organization/Purpose <sup>2</sup>					
B	W.4.3a	Orients the reader by effectively establishing a situation and introducing a narrator and/or characters	<b>Orients the reader by establishing a situation and introducing a narrator and/or characters</b>	Unevenly or minimally establishes a situation and narrator/characters	Little attempt to establish a situation and narrator/characters May be brief
C	W.4.3e	Closing is effective and satisfying	<b>Provides a conclusion that follows from the narrated experiences or events</b>	Closing is weak or confusing	May end abruptly
D	W.4.3a	Natural, cohesive sequence of events from beginning to end	<b>Organizes an event sequence that unfolds naturally</b>	Weak or uneven sequence of events	Little or no organization of an event sequence: frequent extraneous ideas and/or a major drift may be evident
E	W.4.3c	Consistently uses a variety of transitional strategies to manage the sequence of events	<b>Uses a variety of transitional words and phrases to manage the sequence of events</b>	Uses some transitional words and phrases to manage the sequence of events	Few or no appropriate transitional words and phrases may cause confusion

<sup>2</sup> W.4.4 is reflected in all descriptors.

## Poetry, Poets, and Becoming Writers

Development/Elaboration					
<b>F</b>	W.4.3b L.4.6	Effectively uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	<b>Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</b>	Contains some dialogue and descriptions of actions, thoughts, and feelings; use of narrative techniques may not develop experiences or events	Use of narrative techniques may be minimal, absent, or irrelevant
<b>G</b>	W.4.3d L.4.6	Effective use of sensory details and concrete language clearly advances the purpose	<b>Uses concrete words and phrases and sensory to convey experiences and events precisely</b>	Weak use of sensory details and concrete language may not advance the purpose	Little or no use of sensory details and concrete language
<b>H</b>	W.4.4	Effective, appropriate style enhances the narration	Generally appropriate style is evident	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style
Conventions					
<b>I</b>	L.4.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
<b>J</b>	L.4.2 L.4.3b	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning

# Grade 4 Informal Checklists

*Informal Checklists are available online for download at [Curriculum.ELeducation.org](http://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:					Notes
		4	3	2	1	Date:	
CCSS	Criteria						
	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



**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
	<b>Planning</b>					
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.					
	<b>Drafting</b>	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.					
	<b>Criteria</b>	4	3	2	1	<b>Notes</b>
	<b>Revising</b>	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	4				Notes			
		4	3	2	1	4	3	2	1
	<b>Revising</b>								
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.								
	<b>Criteria</b>								
	<b>Editing</b>								
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, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).					

CCSS	Criteria					Notes
	Conventions and Language Use					
	4	3	2	1		
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	4	3	2	1	Notes	
L.4.1g	Correctly uses frequently confused words (e.g., to, too, two; there, their).					
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				
		Date:				
CCSS	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
		<b>Speaking and Listening Comprehension</b>				
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
	<b>Speaking and Listening Comprehension</b>					
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.					

# Grade 4: Phonics and Word Recognition Checklist

## Reading Foundational Skills: Phonics and Word Recognition Checklist

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These assessments center on CCSS ELA RF.3. Teaching Notes in module lessons suggest when this checklist might be used. Use your assessment to guide students in where and how they can improve.

In Grade 4, the basic assessment has two parts. In Part I of the assessment, a student reads a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context. In Part II, a student reads from a word list to demonstrate proficient phonics and word analysis skills out of context.

Note: Because students read an unfamiliar passage aloud in Part I of the assessment, consider using this opportunity to assess reading fluency (RF.4) at the same time, using the Grade 4: Reading Fluency Checklist.

If, during this assessment, it is evident that students are unable to meet the grade-level expectations and require additional support with learning to read, consider using and/or adapting EL Education's K–2 Reading Foundations Skills Block. Begin by determining a student's micro-phase ("early," "middle," or "late" within a phase; e.g., Consolidated Alphabetic) based on assessment results (for details, see Benchmark: Teacher Administration Guidance and Student Scoring sheets in the K–2 Skills Block Resource Manual). Then use the Assessment Conversion chart document (see the K–2 Skills Block Resource Manual) to identify cycles of lessons within the K–2 continuum that best meet the specific needs of a student or group of students for differentiated small group instruction.

Consider having students create a folder to store checklists. This will keep the checklists organized and offer easy access to information as students progress throughout the year.

To assess students' progress, prepare one checklist and materials indicated for each student. Write the student's score in the appropriate box using the following key:

1 = Beginning

2 = Developing

3 = Proficient

4 = Advanced

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### Contents

Grade	Checklist	Standard(s)
4	Phonics and Word Recognition Recording Form: <i>Teachers use this to track individual students' progress in phonics and word recognition skills.</i>	RF.3
4	Phonics and Word Recognition Checklist, Part I: <i>Students read a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context.</i>	RF.4.3a
4	Phonics and Word Recognition Checklist, Part II: <i>Students read from a word list to demonstrate proficient phonics and word analysis skills out of context.</i>	RF.4.3a



**Reading Foundational Skills Assessment: Phonics and Word Recognition Recording Form**

Grade 4 Student Name:								Date:
CCSS	Criteria Date:	In Context		Out of Context		Rate		Notes
RF.4.3a	Decode words with common roots and affixes.							
RF.4.3a	Decode unfamiliar multisyllable words.							

## Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

### Part I:

Before the assessment, prepare the included passage for the student’s grade level, the teacher’s version of the passage, and the corresponding checklist.

Alternatively, substitute your own text for the student to read aloud. If selecting a new text, identify the following types of words in the text, recording them in the corresponding row on the checklist:

- Words with common roots and affixes (see Grade 4 Affix List in Module 1, Unit 1, Lesson 11)
- Multisyllabic words with closed, vowel-consonant-e, open, consonant-l-e, r-controlled, and vowel digraph/diphthong syllable

Invite the student to read the text aloud. During the oral reading, use the teacher’s version of the passage to note any miscues and self-corrections as the student reads. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow three seconds before providing the word and prompting the student to continue. Use the words and criteria on the checklist to analyze and assess the student’s phonics and word analysis skills in context.

### CCSS Assessed:

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I**

**Directions:** Prepare and use the following recording form if selecting a new text for the student to read.

<b>Student Name:</b>		<b>Grade 4</b>		
		<b>Date:</b>		
<b>Part I: Phonics and Word Recognition in Context</b>				
<b>Title of Text:</b>				
<b>CCSS</b> RF.4.3a	<b>Words from the Text</b>	<b>Decodes word</b>		<b>Notes</b> (observations, miscues)
	Words with common roots and affixes from the text:	Yes	No	

**Grade 4: Phonics and Word Recognition Checklist**

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
		Yes	No	
RF.4.3a	Multisyllabic words from the text:			

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I**

**Directions:** Prepare and use the following recording form if using the provided text for the student to read.

<b>Student Name:</b>		<b>Grade 4</b>		
		<b>Date:</b>		
<b>Part I: Phonics and Word Recognition in Context</b>				
<b>Title of Text:</b> <i>The Tale of Peter Rabbit</i>		Lexile: 830L		
<b>CCSS</b>	<b>Words from the Text</b>	<b>Decodes word</b>		
RF.4.3a	Words with common roots and affixes from the text:	Yes	No	<b>Notes</b> (observations, miscues)
	underneath			
	mischief			
	dreadfully			
	frightened			
	unfortunately			
	overheard			
	exert			
	intended			
quietly				

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
RF.4.3a	Multisyllabic words from the text:	Yes	No	
	accident			
	squeezed			
	radishes			
	forgotten			
	altogether			
	implored			
	behind			
	trembling			
	presently			
	twitched			
	Beyond			

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I**

**Teacher Passage**

**Directions:** As the student reads aloud, note any miscues and self-corrections, paying particular attention to the words in bold. Refer to the words in bold when you use the checklist to assess the student's ability to decode different types of words in context.

*The Tale of Peter Rabbit*  
by Beatrix Potter; 830L

Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, **underneath** the root of a very big fir-tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an **accident** there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into **mischief**. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and **squeezed** under the gate!

First he ate some lettuces and some French beans; and then he ate some **radishes**; And then, feeling rather sick, he went to look for some parsley. But at the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most **dreadfully frightened**; he rushed all over the garden, for he had **forgotten** the way back to the gate. He ran faster, so he might have got away **altogether** if he had not **unfortunately** run into a gooseberry net, and got caught by the large buttons on his jacket.

Peter gave himself up for lost, and shed big tears; but his sobs were **overheard** by some friendly sparrows, who flew to him in great excitement, and **implored** him to **exert** himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. Mr. McGregor was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and **trembling** with fright, and he had not the least idea which way to go. After a time he began to wander about, going lippity—lippity—not very fast, and looking all round. He tried to find his way straight across the garden, but he became more and more puzzled. **Presently**, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish, she sat very, very still, but now and then the tip of her tail **twitched** as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and **beyond** him was the gate!

Peter got down very **quietly** off the wheelbarrow; and started running as fast as he could go, along a straight walk behind some black-currant bushes. Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes.

I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter! But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Adapted from Potter, B. *The Tale of Peter Rabbit*. New York: Frederick Warne and Co., 1902. Project Gutenberg, 2005. Web. Accessed on Jul 29, 2016. <https://www.gutenberg.org/files/14838/14838-h/14838-h.htm>



**Reading Foundational Skills Assessment: Phonics and Word Recognition  
Checklist, Part I**

**Student Passage**

*The Tale of Peter Rabbit*  
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"Now my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley. But at the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He ran faster, so he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. Mr. McGregor was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. After a time he began to wander about, going lippity—lippity—not very fast, and looking all round. He tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

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I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter! But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

## Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

### Part II:

Invite the student to read the word list aloud, noting any miscues or self-corrections as he or she reads the corresponding checklist. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow three seconds before providing the word and prompting the student to continue. For additional information on rate and ease of decoding, time the student's reading.

### CCSS Assessed:

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

<b>Student Name:</b>		<b>Grade 4</b>			
<b>Part II: Phonics and Word Recognition Out of Context</b>					
<b>CCSS</b>	<b>Word List</b>	<b>Decodes word</b>		<b>Date:</b>	<b>Notes (observations, miscues)</b>
RF.4.3a (prefix)	dismiss	Yes	No		
	detach				
	incomplete				
	encase				
	impatient				
	overwork				
	underdog				
	submarine				
	forecast				
	antibody				
	semifinal				
	disappear				

CCSS	Word List	Decodes word	Notes (observations, miscues)
	deflate		
	incorrect		
	enchant		
	impolite		
	overall		
	undertake		
	submerge		
	fortune		
	semiannual		
RF.4.3a (suffix)	agreeable		
	demonstration		
	shorten		
	resistance		
	independence		
	native		
	believable		
	inspection		
	thicken		
	perspective		

## Grade 4: Phonics and Word Recognition Checklist

CCSS	Word List	Decodes word	Notes (observations, miscues)
RF.4.3a (Latin roots)	object		
	revise		
	intermission		
	disrupt		
	perform		
	destruction		
	detract		
RF.4.3a (Greek roots)	biography		
	microscopic		
	headphone		
	photographed		
	biologist		
	diameter		
	zoologist		
RF.4.3a (multisyllable words)	complicated		
	eruption		
	remarkable		
	supporting		
	whether		

**Reading Foundational Skills Assessment: Phonics and Word Recognition  
Checklist, Part II**

**Student Word list**

dismiss	independence
detach	native
incomplete	believable
encase	inspection
impatient	thicken
overwork	perspective
underdog	object
submarine	revise
forecast	intermission
antibody	disrupt
semifinal	perform
disappear	destruction
deflate	detract
incorrect	biography
enchant	microscopic
impolite	headphone
overall	photographed
undertake	biologist
submerge	diameter
fortune	zoologist
semiannual	complicated
agreeable	eruption
demonstration	remarkable
shorten	supporting
resistance	whether