

Holley Elementary School

Report Card Parent Guide

Grade 4



This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

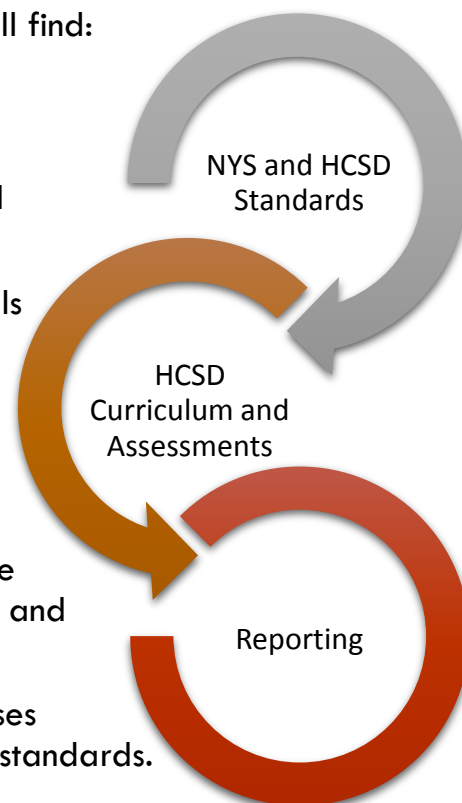
The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

Standards-Based Report Cards

There are four essential components to a standards-based system.

1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a student has met the standard.
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.




Quick View

Academic Areas and Student Performance Levels

These descriptors (1-4) are used to report achievement in the NYS and District grade-level Standards.

These descriptors (A, C, I, N) are used to report student Effort and Learner Behaviors.



**2017-2018
Grade 3 Report Card
Holley Elementary**
Principal: Ms. Karri D. Schiavone
3800 North Main Street
Holley, NY 14470
585-638-6318 x 2405

Student: _____
Teacher: _____

Academic Performance Level Descriptors	Effort and Learner Behavior Descriptors
<ul style="list-style-type: none"> - Exceeding NYS and District Standards - Meeting NYS and District Standards 2 - Working toward NYS and District Standards 1 - Not meeting NYS and District Standards N/A - Not assessed at this time 	<ul style="list-style-type: none"> A - Always Demonstrates C - Consistently Demonstrates I - Inconsistently Demonstrates N - Not Yet Demonstrating <p style="text-align: center; font-size: small;">Fountas and Pinnell Reading Levels KDG - A, B, C, D / 1st Grade - E, F, G, H, I, J 2nd Grade - J, K, L, M / 3rd Grade - N, O, P 4th Grade - Q, R, S / 5th Grade - T, U, V 6th Grade - W, X, Y</p>

Reading Level	Q1	Q2	Q3	Q4
Current Fountas & Pinnell Reading Level	P			
English Language Arts - Reading Literature and Information	Q1	Q2	Q3	
Effort	C			
Asks and answers questions about a text and supports an answer or inference with text details	3			
Determines a main idea or theme and explains how key details support it	3			
Summarizes portions of a text	3			
Describes character traits, motivation and feelings using text details	3			
Describes the relationship between a series of events or ideas	N/A			
Uses context to determine the meanings of unknown words	N/A			
Identifies and uses text features to build comprehension	2			
Reads fluently and accurately to support comprehension	4			
Compares the point of view of the reader with that of the author, narrator or characters	N/A			
English Language Arts - Writing and Language	Q1	Q2	Q3	Q4
Effort	C			
Informational / Explanatory Writing	3			
Development of Ideas	3			
Organization	2			
Narrative Writing	N/A			
Development of Ideas	C			
Organization	N/A			
Opinion Writing	N/A			
Development of Ideas	N/A			
Organization	N/A			
Across All Types of Writing	N/A			
Uses grade-level appropriate conventions (grammar, spelling, punctuation)	N/A			
Uses precise language and content-specific vocabulary	N/A			
Math Literacy	Q1	Q2	Q3	Q4
Effort	A			
Represents and solves problems using multiplication within 100 with fluency	N/A			
Represents and solves problems using division within 100 with fluency	N/A			
Understands properties of multiplication	N/A			
Understands the relationship between multiplication and division	N/A			
Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100	N/A			
Adds and subtracts fluently within 1,000	N/A			
Understands that fractions are a part of a whole	N/A			

Current and expected reading levels are reported using a letter level from the Fountas & Pinnell Reading assessment.

Quick View

Learner Behaviors, Attendance and Teacher Comments

Student achievement is reported four times a year.

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' feelings and property	A			
Exercises self-control	A			
Accepts responsibility for own behavior	A			
Displays a positive attitude	A			
Cooperates and works well with others	A			
Listens effectively for information/directions	A			
Maintains appropriate voice level	A			
Stays focused during learning opportunities	A			
Works independently	A			
Seeks help when needed	A			
Uses time effectively to produce his/her best work	C			
Organizes personal and classroom materials	A			
Takes risks in learning	A			
Follows classroom routines	A			

Teacher comments will include more specific information about student progress and content covered.

Learner Behaviors are essential skills for becoming a successful learner.

COMMENTS:
Q1 Comments by:
Q2 Comments by:
Q3 Comments by:
Q4 Comments by:

Attendance area provides a record of the number of days present and days absent for each marking period.

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present	44			
Days Absent	1			

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Consistent evaluations between students



Q: How does this help communication with parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:

1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:

1. Follow a teacher's individual assessment and expectations
2. Do not show a student's performance toward state and district standards or expectations
3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:

1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?

A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.

1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Grade 4

Listed below are the clusters emphasized in fourth grade:

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking <ul style="list-style-type: none">• Use the four operations with whole numbers to solve problems.
Number and Operations in Base Ten <ul style="list-style-type: none">• Generalize place value understanding for multi-digit whole numbers.• Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations – Fractions <ul style="list-style-type: none">• Extend understanding of fraction equivalence and ordering.• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.• Understand decimal notation for fractions, and compare decimal fractions.

Below we have listed some of the Grade 4 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Standard: Multiplies whole numbers where the product is less than 144 fluently

Students know their multiplication facts where the product is less than 144. Another way of saying that is they know their times tables up to 12×12 . If they do not have them memorized, they have an efficient strategy for figuring them out.

Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic efficiently Grade 4 builds off understandings introduced in 3rd grade.

Teachers will be looking for evidence such as:

- Students add and subtract multi-digit numbers.
- Students have flexibility in breaking numbers apart (decomposing numbers) and understand the importance of place value and the distributive property in multi-digit multiplication.
- Multi step problems

Standard: Solves problems with fractions

Grade 4 builds off understandings introduced in 3rd grade.

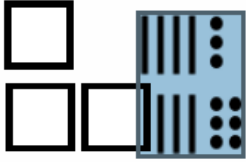
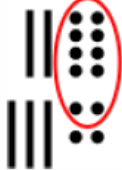
- Students decompose (break-apart) the non-unit fraction into a combination of several unit fractions
- Students add and subtract fractions using a variety of strategies.
- Students multiply by whole numbers using repeated addition.

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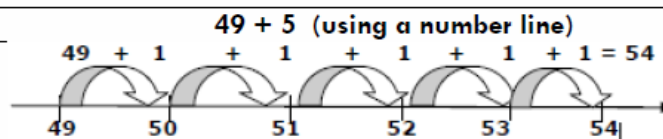
Examples of Addition and Subtraction Strategies

<p style="text-align: center;">$143 + 236$</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Student counts the 100s (100, 200, 300) and then the 10s (310, 320, 330, 340, 350, 360, 370) and then the 1s (371, 372, 373, 374, 375, 376, 377, 378, 379).</p> </div> </div>	<p style="text-align: center;">$\begin{array}{r} 28 \\ +34 \\ \hline \end{array}$</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p> </div> </div>
<p style="text-align: center;">$45 + 18$</p> <div style="text-align: center;"> $\begin{array}{r} 45 + 18 \\ \swarrow \quad \searrow \\ 50 \quad 13 \\ \swarrow \quad \searrow \\ 63 \end{array}$ </div> <p>Student thinks: Four 10s and one 10 are 5 tens or 50. Then 5 and 8 is $5 + 5 + 3$ (or $8 + 2 + 3$) or 13. 50 and 13 is 6 tens plus 3 more or 63.</p>	<p style="text-align: center;">$\begin{array}{r} 290 \\ +140 \\ \hline \end{array}$</p> <p>Student thinks: 290 is almost 300. I added ten to 290 to get to 300. 300 and 140 is 440. Since I added a ten to 290, I have to subtract a ten so the answer is 430.</p>

There are 370 children at the theater. 230 more children show up. How many children are now at the theater?

I used mental math. I started at 370 and counted 3 tens to get to 400. Then, I added 200 which is 2 hundreds, to land on 600. So, there are 600 people at the theater.

I used a number path. I started on 370. Then I broke up 230 into 200 and 30 in my head. Next, I added 3 tens to get to 400. I added 100 to get to 500 and 100 more to get to 600. So, there are 600 children at the theater.



674 + 258

Place Value Strategy:

I broke both 674 and 258 into hundreds, tens and ones. 6 hundreds plus 2 hundreds equals 800 hundreds. Then I added the tens. 7 tens plus 5 tens equals 12 tens or 120. That brings me to 920. Then I combined my ones, 4 plus 8 equals 12. 920 plus 10 plus 2 equals 932.

Counting On and Decomposing a Number Leading to a Ten/hundred:

I wanted to start with 674 and then break 258 apart. I started with 670 (I set 4 ones on the side to make a friendlier #) and counted on to my next hundred. 670 plus 30 gets me to 700. I then added 28 more to get to 728. I then added my 200 and got to 928. I then added the 4 ones from the original number to equal 932.

Commutative Property:

I broke 674 and 258 into hundreds, tens and ones so I had to add $600 + 70 + 4 + 200 + 50 + 8$. I added 600 and 200 first to get 800. Then I added 70 to get 870. Then I added 50 more to get to 920. Then 4 then 8. My answer is 932.

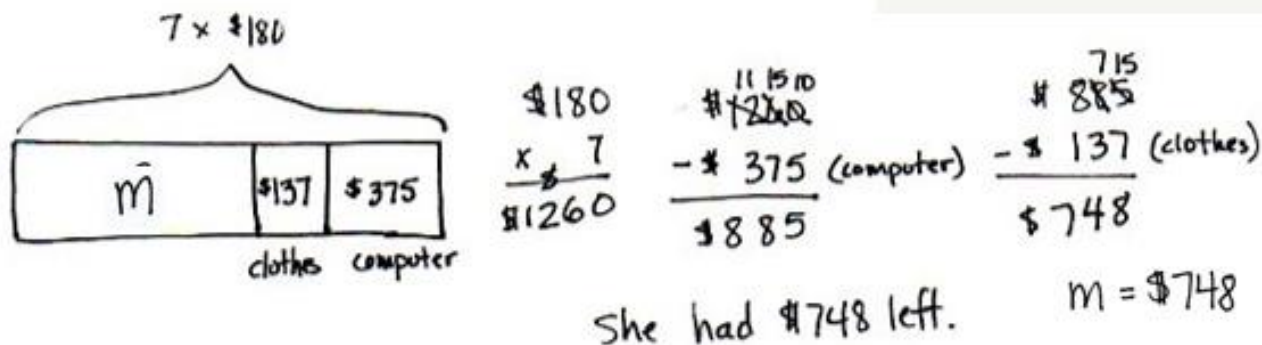
463 - 231

Relationship between Addition and Subtraction:

I broke apart both 463 and 231 into hundreds, tens, and ones. I know that 1 plus 2 equals 3, so I have 2 left in the ones place. I know that 3 plus 3 equals 6, so I have a 3 in my tens place. I know 2 plus 2 equals 4, so I have 4 left in the hundreds place. My answer has a 2 in the ones place, 3 in the tens place, and 2 in the hundreds place. So my answer is 232.

Multi Step Problems:

Over the summer, Kate earned \$180 each week for 7 weeks. Of that money, she spent \$375 on a new computer and \$137 on new clothes. How much money did she have left?



This multi-step problem requires students to apply their knowledge of multiplication of a multi-digit number by a single-digit number. While most students may apply the multiplication algorithm, they should be encouraged to use whichever strategy they are most comfortable with to complete the multiplication. The sum of \$375 and \$137 may be found before subtracting it from Kate's total salary, or the two amounts may be subtracted separately.

Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic efficiently *continued*

Teachers will be looking for evidence such as:

- Students use base ten blocks, area models, partitioning, compensation strategies, etc. when multiplying whole numbers and use words and diagrams to explain their thinking.
- They use the terms factor and product when communicating their reasoning.
- Students use multiple strategies to develop fluency with multiplication and transfer that understanding to division.

Examples:

There are 25 dozen cookies in the bakery. What is the total number of cookies at the bakery?

Student 2
 25×12
 I broke 25 up into 5 groups of 5
 $5 \times 12 = 60$
 I have 5 groups of 5 in 25
 $60 \times 5 = 300$

Student 3
 25×12
 I doubled 25 and cut 12 in half to get $50 \times 6 = 300$

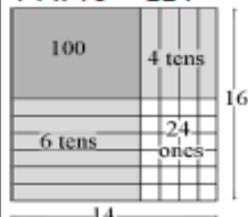
Student 1
 25×12
 I broke 12 up into 10 and 2
 $25 \times 10 = 250$
 $25 \times 2 = 50$
 $250 + 50 = 300$

To illustrate 154×6 students use base 10 blocks or use drawings to show 154 six times. Seeing 154 six times will lead them to understand the distributive property,

$$154 \times 6 = (100 + 50 + 4) \times 6 = (100 \times 6) + (50 \times 6) + (4 \times 6) = 600 + 300 + 24 = 924.$$

The area model shows the partial products.

$$14 \times 16 = 224$$



$$100 + 40 + 60 + 24 = 224$$

$$\begin{array}{r} 25 \\ \times 24 \\ \hline 400 \text{ (} 20 \times 20 \text{)} \\ 100 \text{ (} 20 \times 5 \text{)} \\ 80 \text{ (} 4 \times 20 \text{)} \\ 20 \text{ (} 4 \times 5 \text{)} \\ \hline 600 \end{array}$$

$$\begin{array}{r} 25 \\ \times 24 \\ \hline 500 \text{ (} 20 \times 25 \text{)} \\ 100 \text{ (} 4 \times 25 \text{)} \\ \hline 600 \end{array}$$

A 4th grade teacher bought 4 new pencil boxes. She has 260 pencils. She wants to put the pencils in the boxes so that each box has the same number of pencils. How many pencils will there be in each box?

Using Base 10 Blocks: Students build 260 with base 10 blocks and distribute them into 4 equal groups. Some students may need to trade the 2 hundreds for tens but others may easily recognize that 200 divided by 4 is 50.

Using Place Value: $260 \div 4 = (200 \div 4) + (60 \div 4)$

Using Multiplication: $4 \times 50 = 200$, $4 \times 10 = 40$, $4 \times 5 = 20$; $50 + 10 + 5 = 65$; so $260 \div 4 = 65$

Standard: Solves problems with fractions

Teachers will be looking for evidence such as:

- Students decompose (break apart) the non-unit fraction into a combination of several unit fractions.
Example: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$
- Students add and subtract fractions using a variety of strategies.
- Students multiply fractions by whole numbers using repeated addition.

Examples:

$$1\frac{1}{4} - \frac{3}{4} =$$

$$\frac{4}{4} + \frac{1}{4} = \frac{5}{4}$$

$$\frac{5}{4} - \frac{3}{4} = \frac{2}{4} \text{ or } \frac{1}{2}$$

Mary and Lacey decide to share a pizza. Mary ate $\frac{3}{6}$ and Lacey ate $\frac{2}{6}$ of the pizza. How much of the pizza did the girls eat together?

Solution: The amount of pizza Mary ate can be thought of as $\frac{3}{6}$ or $\frac{1}{6}$ and $\frac{1}{6}$ and $\frac{1}{6}$. The amount of pizza Lacey ate can be thought of as $\frac{1}{6}$ and $\frac{1}{6}$. The total amount of pizza they ate is $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ or $\frac{5}{6}$ of the whole pizza.

While solving the problem $3\frac{3}{4} = 2\frac{1}{4}$ students could do the following:



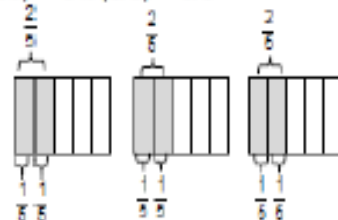
Student 1
 $3 + 2 = 5$ and $\frac{3}{4} + \frac{1}{4} = 1$ so
 $5 + 1 = 6$

Student 2
 $3\frac{3}{4} + 2 = 5\frac{3}{4} + \frac{1}{4} = 6$

Student 3
 $3\frac{3}{4} = 1\frac{5}{4}$ and $2\frac{1}{4} = \frac{9}{4}$ so
 $1\frac{5}{4} + \frac{9}{4} = \frac{24}{4} = 6$

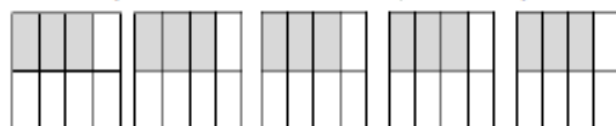
Examples:

- $3 \times (\frac{2}{5}) = 6 \times (\frac{1}{5}) = \frac{6}{5}$



If each person at a party eats $\frac{3}{8}$ of a pound of roast beef, and there are 5 people at the party, how many pounds of roast beef are needed? Between which two whole numbers does your answer lie?

A student may build a fraction model to represent this problem:



$\frac{3}{8}$

$\frac{3}{8}$

$\frac{3}{8}$

$\frac{3}{8}$

$\frac{3}{8}$

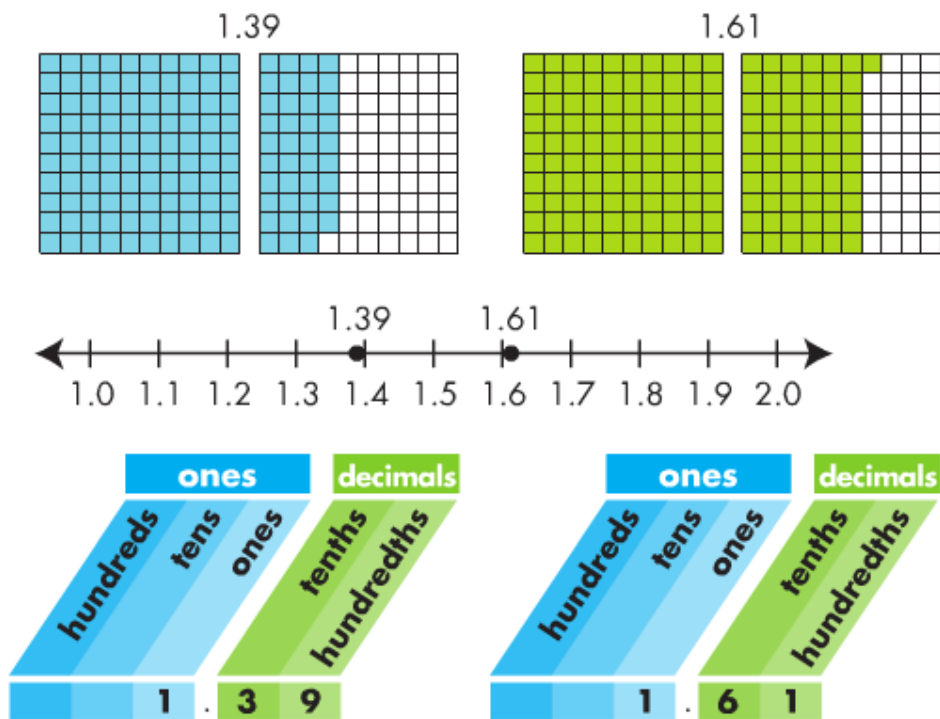


$$\frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{15}{8} = 1\frac{7}{8}$$

Comparing and Ordering Decimal Numbers

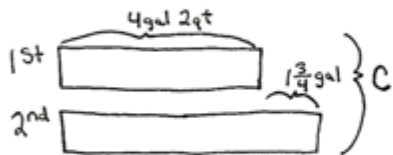
Comparing decimal numbers is often faster to do when decimals are either modeled using hundredths grids, or written in a place-value chart. Locating numbers on a number line also makes it clear which number in the set is greater. The smaller number is farther to the left and the greater number is farther to the right.

Compare 1.39 and 1.61.



Multi Step Problems:

The first container holds 4 gallons 2 quarts of juice. The second container can hold $1\frac{3}{4}$ gallons more than the first container. Altogether, how much juice can the two containers hold?



Solution A

$$49a + 2qt = 16qt + 2qt = 18qt$$

$$|\frac{3}{4}gal = 4qt + 3qt = 7qt$$

$$C = 18q + (18q + 7q)$$

$$C = 439t$$

The two containers can hold 43 quarts.

Solution B

$$C = 4 \text{ gal } 2 \text{ qt} + 4 \text{ gal } 2 \text{ qt} + 1 \text{ gal } 3 \text{ qt}$$

10 gal 3qt

The containers hold
10 gallons 3 quarts.

ELA

Grade 4 Reading Benchmarks:

Quarters	Fountas & Pinnell Reading Level
1	P
2	Q
3	R
4	S

Writing:

Narrative:

- **Overview of Unit:** In this unit, students will be crafting realistic fiction stories as a form of narrative writing. This is the first time in their elementary education that narrative writing isn't about a personal narrative, so while you will lean on that experience to guide the teaching of this unit, students will be thinking about narrative writing in a whole new way.

Name: _____ Date: _____

Rubric for Narrative Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote about <i>one time</i> when she did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	
Lead	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	Mid-level	The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	
Transitions	The writer told her story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told his story in order by using phrases such as <i>a little later and after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	
Ending	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring his story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	

Narrative (cont.)

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	
								Total
DEVELOPMENT								
Elaboration*	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	Mid-level	The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	(x2)
Craft*	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	Mid-level	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life. The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.	Mid-level	The writer showed why characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. He used some objects or actions as symbols to bring forth his meaning. The writer varied his sentences to create the pace and tone of his narrative.	(x2)
								Total

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; he also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	
								Total

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Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Opinion Writing:

- **Overview of Unit:** In this unit, students will learn a variety of more sophisticated strategies for introducing their topics, and students will learn to provide reasons to support their opinions, as well as facts and details to elaborate on these reasons. One of the major shifts in opinion writing from fourth to fifth grade is in the area of logic and organization.

Name: _____

Date: _____

Rubric for Opinion Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support her reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	
Lead	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.	

Opinion (cont.)

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	Mid-level	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim. The writer discussed and unpacked the way that the evidence went with the claim.	(x2)
Craft*	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points. The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on his readers. The writer reached for the precise phrase, metaphor, or image that would convey his ideas. The writer made choices about how to angle his evidence to support his points. When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece.	(x2)
								TOTAL

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.	
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix her run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite his sources.	
								TOTAL

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Scoring Guide

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Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
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22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Informational/Explanatory:

- The expectation is that students will be bringing with them all they know about information writing from previous years and that their work in this portion of the unit will meet the big requirements of the third-grade Common Core State Standards (CCSS). For example, they should be able to introduce a topic and group related information) and then develop the topic, elaborating with some facts, definitions, and details. Most of the class time is spent writing rather than researching, so this makes it especially important for students to rely on research they have already done, when possible.

Rubric for Information Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. She put facts, details, quotes, and ideas into each part of my writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes he included little essays, stories, or how-to sections in his writing.	
Lead	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked his readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject.	Mid-level	The writer wrote an introduction that helped readers get interested in and understand the subject. She let readers know the subtopics she would be developing later as well as the sequence.	
Transitions	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If she wrote the section in sequence, she used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If she organized the section in kinds or parts, she used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, he used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When he compared information, he used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, he used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, he used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	
Ending	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight. He added his thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which she restated the main points and may have offered a final thought or question for readers to consider.	

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. She may have used headings and subheadings.	Mid-level	The writer organized his writing into a sequence of separate sections. He may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	Mid-level	The writer taught his readers different things about the subject. He chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got his information from talking to people, reading books, and from his own knowledge and observations. The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con. He may have used diagrams, charts, headings, bold words, and definition boxes to help teach his readers.	Mid-level	The writer explained different aspects of a subject. She included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. She made sure to research any details that would add to her writing. The writer worked to make her information understandable to readers. To do this, she may have referred to earlier parts of her text and summarized background information. She let readers know when she was discussing facts and when she was offering her own thinking.	(X2)

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft*	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach her readers. She may have done this by using and repeating key words about her topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify her points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, she may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	Mid-level	The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied his sentences to help readers take in and understand the information.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns (<i>tion</i> , <i>er</i> , <i>ly</i> , etc.) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i> ,). The writer used a variety of punctuation to fix any run-on sentences. He used punctuation to cite his sources.	
								TOTAL

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