4th Grade Reading Rubric - Literature

Student Name:		Date:
Teacher Name:		

Reading Skill	Almost Never 1		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5	
Key Ideas and Details										
Refer to details and examples in a text when **explaining** what the text says explicitly and when drawing inferences from the text. **(RL.4.1)(DOK 1,2,3)**										
Determine a theme of a story, drama, or poem from details in the text; **summarize** the text. **(RL.4.2)(DOK 2,3)**										
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **(RL.4.3)(DOK 1,2,3)**										
Craft and Structure										
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters. **(RL.4.4)(DOK 2,3)**										
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **(RL.4.5)(DOK 2,3)**										
Compare and contrast the point of view and/or perspective from which different stories are narrated, including the difference between first- and third-person narrations**. (RL.4.6) (DOK 2,3)**										
Integration of Knowledge and Ideas										
Make connections between a literary text and a visual/oral presentation of the text (e.g., mood, aspects of characters, or setting). **(RL.4.7) (DOK 2,3,4)**										
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literary text. **(RL.4.9)(DOK 3,4)**										
Range of Reading and Level of Text Complexity										
By the end of the year, **read** and **comprehend** literature, including stories, dramas, and poetry, in the grades 4–5 text complexity										

band proficiently, with scaffolding as needed at the high end of the range. **(RL.4.10)(DOK 1,2)**										

*Rating Descriptors Operationally Defined:

Almost Never – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

Rarely – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	**Baseline Data Sources**
Date #2:	**Data Sources:**
Summary:	
Next Steps:	
Date #3:	**Data Sources:**
Summary:	
Next Steps:	
Date #4:	**Data Sources:**
Summary:	
Next Steps:	
Date #5:	**Data Sources:**
Summary:	
Next Steps:	
Date #6:	**Data Sources:**
Summary:	
Next Steps:	
Date #7:	**Data Sources:**
Summary:	
Next Steps:	
Date #8:	**Data Sources:**
Summary:	
Next Steps:	
Date #9:	**Data Sources:**
Summary:	
Next Steps:	
Date #10:	**Data Sources:**
Summary	
Next Steps:	
Date #11:	**Data Sources:**
Summary:	
Next Steps:	
Date #12:	**Data Sources:**
Summary:	
Next Steps:	
Date #13:	**Data Sources:**
Summary:	
Next Steps:	
Date #14:	**Data Sources:**
Summary:	
Next Steps:	
Date #15:	**Data Sources:**
Summary:	
Next Steps:	
Date #16:	**Data Sources:**
Summary:	
Next Steps:	
Date #17:	**Data Sources:**
Summary:	
Next Steps:	
Date #18:	**Data Sources:**
Summary:	
Next Steps:	