

4th Grade Reading Rubric – Informational Text

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. (RI.4.1)(DOK 1,2,3)									
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)(DOK 2,3)									
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)(DOK 2,3)									
Craft and Structure									
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (RI.4.4)(DOK 1,2,3)									
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)(DOK 1,2,3)									
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)(DOK 2,3)									
Integration of Knowledge and Ideas									
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text. (RI.4.7)(DOK 2,3)									
Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)(DOK 2,3)									
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)(DOK 3,4)									

Range of Reading and Level of Text Complexity										
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.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:	