4th Grade Writing

Writing

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Trimester	Standard	Proficiency Indicators				
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations	
1	Narrative Writes with organization, clarity, and focus as appropriate to task, purpose, and audience. W.4.3, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	The student is seldom able to demonstrate grade level narrative writing to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student is sometimes able to demonstrate grade level narrative writing to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student usually demonstrates grade level narrative writing to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student is beginning to demonstrate above grade level narrative writing to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	
2	Opinion Writes with organization, clarity, and focus as appropriate to task, purpose, and audience. W.4.1, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10	The student is seldom able to demonstrate grade level opinion writing on topics or texts, supporting a point of view with reasons and information.	The student is sometimes able to demonstrate grade level opinion writing on topics or texts, supporting a point of view with reasons and information.	The student usually demonstrates grade level opinion writing on topics or texts, supporting a point of view with reasons and information.	The student is beginning to demonstrate above grade level opinion writing on topics or texts, supporting a point of view with reasons and information.	
3	Informational Writes with organization, clarity, and focus as appropriate to task, purpose, and audience. W.4.2, W.4.4, W.4.6, W.4.7,	The student is seldom able to demonstrate grade level informational writing to examine a topic and convey ideas and information clearly.	The student is sometimes able to demonstrate grade level narrative writing to examine a topic and convey ideas and information clearly.	The student usually demonstrates grade level informational writing to examine a topic and convey ideas and information clearly.	The student is beginning to demonstrate above grade level informational writing to examine a topic and convey ideas and information clearly.	

	W.4.8, W.4.9, W.4.10				
1, 2, 3	Develops and strengthens writing by planning/researching, revising and editing using grade-level expectations W.4.5	The student is seldom able to develop and strengthen their writing by planning/researching, revising, and editing to demonstrate grade level expectations, based on strategies taught by this time of the year.	The student sometimes develops and strengthens their writing by planning/researching, revising, and editing to demonstrate grade level expectations, based on strategies taught by this time of the year.	The student usually develops and strengthens their writing by planning/researching, revising, and editing, to demonstrate grade level expectations, based on strategies taught by this time of the year.	The student is able to develop and strengthen their writing by planning/researching, revising, and editing, demonstrating above grade level expectations by rewriting or trying a new approach, based on strategies taught by this time of the year.

Language **Proficiency Indicators** Trimester Standard **Below Grade Level Expectations Approaching Grade Level Expectations Meets Grade Level Expectations Exceeds Grade Level Expectations** 1, 2, 3 Uses grade-level The student is seldom The student sometimes The student usually The student is beginning grammar and able to demonstrate the demonstrates the use of demonstrates the use of to demonstrate the use of spelling use of grade-level grammar grade-level grammar and grade-level grammar and above grade-level L.4.1, L.4.2.D and spelling based on spelling based on spelling based on grammar and spelling. strategies taught by this strategies taught by this strategies taught by this based on strategies taught time of the year. by this time of the year. time of the year. time of the year. 1, 2, 3 Uses grade level The student is seldom The student sometimes The student usually The student is beginning to demonstrate the use of demonstrates the use of punctuation, and able to demonstrate the demonstrates the use of capitalization. use of grade level grade level punctuation and grade level punctuation and above grade-level L.4.2.A-C punctuation and capitalization based on capitalization based on punctuation and capitalization based on strategies taught by this strategies taught by this capitalization based on strategies taught by this time of the year. time of the year. strategies taught by this time of the year. time of the year. 1, 2, 3 The student is seldom The student sometimes The student is beginning Increases The student usually knowledge and able to demonstrate the demonstrates the use of demonstrates the use of to demonstrate the use of use of use of grade level grade level knowledge of grade level knowledge of above grade-level vocabularv knowledge of language and language and its language and its knowledge of language and L.4.3, L.4.4 its conventions when conventions when writing. conventions when writing. its conventions when writing. writing.

1, 2, 3	Demonstrates understanding of figurative language, word relationships and the nuances of word meanings L.4.5, L.4.6	The student is seldom able to demonstrate the use of grade level specific types of figurative language, word relationships and the nuances of word meaning.	The student sometimes demonstrates the use of grade level specific types of figurative language, word relationships and the nuances of word meaning.	The student usually demonstrates the use of grade level specific types of figurative language, word relationships and the nuances of word meaning.	The student is beginning to demonstrate the use of above grade-level figurative language, word relationships and the nuances of word meaning.
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