

4th Grade Writing

Writing

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					
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, 2, 3	Uses grade-level grammar and spelling L.4.1, L.4.2.D	The student is seldom able to demonstrate the use of grade-level grammar and spelling based on strategies taught by this time of the year.	The student sometimes demonstrates the use of grade-level grammar and spelling based on strategies taught by this time of the year.	The student usually demonstrates the use of grade-level grammar and spelling based on strategies taught by this time of the year.	The student is beginning to demonstrate the use of above grade-level grammar and spelling. based on strategies taught by this time of the year.
1, 2, 3	Uses grade level punctuation, and capitalization. L.4.2.A-C	The student is seldom able to demonstrate the use of grade level punctuation and capitalization based on strategies taught by this time of the year.	The student sometimes demonstrates the use of grade level punctuation and capitalization based on strategies taught by this time of the year.	The student usually demonstrates the use of grade level punctuation and capitalization based on strategies taught by this time of the year.	The student is beginning to demonstrate the use of above grade-level punctuation and capitalization based on strategies taught by this time of the year.
1, 2, 3	Increases knowledge and use of vocabulary L.4.3, L.4.4	The student is seldom able to demonstrate the use of grade level knowledge of language and its conventions when writing.	The student sometimes demonstrates the use of grade level knowledge of language and its conventions when writing.	The student usually demonstrates the use of grade level knowledge of language and its conventions when writing.	The student is beginning to demonstrate the use of above grade-level knowledge of language and its conventions when 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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