

Santee School District Response to Literature Rubric Grade 4

	Score 4 (skillful)	Score 3 (adequate)	Score 2 (limited)	Score 1 (ineffective)	Score
Applications	<p>_Summary: effectively summarizes the main idea(s) and important details, includes title and author</p> <p>_Reflection/Connection: effectively makes a clear connection with the main idea of text through</p> <ul style="list-style-type: none"> ▪ examples and quotes from the story that support their opinions or judgments and includes • example(s) of personal experience that relate to the story <p>_Author's Message/Theme: clearly understands and explains the author's message/theme</p> <p>_Word Usage: Uses own advanced words except for quotations from reading</p>	<p>_Summary: summarizes the story and gives some details, includes title and author. Addresses the main idea</p> <p>_Reflection/Connection: makes a connection with the main idea of text through</p> <ul style="list-style-type: none"> ▪ example(s) and quote(s) from the story that supports their opinions or judgments and <i>may</i> include ▪ an example of a personal experience that relates to the story <p>_Author's Message/Theme: understands and briefly explains the author's message/theme</p> <p>_Word Usage: Uses own words except for quotations from reading</p>	<p>_Summary: limited summary of the story, may not have details or too many details, may include title and author. May address the main idea</p> <p>_Reflection/Connection: makes a very brief connection with main idea of text through</p> <ul style="list-style-type: none"> ▪ opinions or judgments, if any, are not supported by the story • an example of personal experience, if any, may not relate to the story <p>_Author's Message/Theme: shows limited understanding of the author's message/theme and explanation is very brief</p> <p>_Word Usage: Uses too many of the author's words from reading</p>	<p>_Summary: brief or no summary, may just list details. Main idea not addressed, may include title and author</p> <p>_Reflection/Connection: makes no reflection/connection or connection is difficult to understand</p> <p>_Author's Message/Theme: does not understand the author's message/theme</p> <p>_Word Usage: Does not use own words from reading</p>	
Strategies	<p>_Introduction: Includes a well organized paragraph containing a topic sentence that attracts the reader's attention</p> <p>_Supporting Paragraph(s): Effectively includes a paragraph(s) that supports the main idea of essay and maintains excellent focus</p> <p>_Conclusion: Provides a paragraph clearly linked to main idea and creates a feeling of closure</p> <p>_Transitions: Effectively connects ideas and maintains flow throughout</p> <p>_Vocabulary: Uses rich vocabulary</p>	<p>_Introduction: Includes an organized paragraph that begins with a topic sentence</p> <p>_Supporting Paragraph: Includes at least one paragraph that supports the main idea of essay and has adequate focus</p> <p>_Conclusion: Includes a paragraph that links to main idea and creates closure</p> <p>_Transitions: Uses to connect ideas</p> <p>_Vocabulary: Uses some rich vocabulary</p>	<p>_Introduction: Includes a topic sentence but main idea is unclear</p> <p>_Supporting Paragraph: Does not always support main idea of essay and/or is unfocused</p> <p>_Conclusion: brief, not linked to main idea and/or no feeling of closure</p> <p>_Transitions: Ineffective use or little use</p> <p>_Vocabulary: Uses simple and/or basic vocabulary</p>	<p>_Introduction: No topic sentence</p> <p>_Supporting Paragraph: No support</p> <p>_Conclusion: Missing</p> <p>_Transitions: None</p> <p>_Vocabulary: Uses only basic vocabulary</p>	
Mechanics	<p>_Grammar: Consistent use of correct grammar (e.g. subject-verb agreement, verb tense) contains few, if any errors</p> <p>_Sentence Structure: effectively uses varied sentence length and word order. Writes in complete sentences</p> <p>_Spelling: spells correctly</p> <p>_Punctuation: Punctuates correctly</p> <p>_Capitalization: Capitalizes correctly</p> <p>_Indentation: Consistently indents with understanding</p>	<p>_Grammar: Adequate use of proper grammar with some errors (subject-verb agreement, consistent verb tense)</p> <p>_Sentence Structure: adequately uses varied sentence length and word order. Writes in complete sentences (seldom has fragments and run-ons)</p> <p>_Spelling: Spells grade level words correctly most of the time</p> <p>_Punctuation: Punctuates correctly most of the time</p> <p>_Capitalization: Capitalizes correctly most of the time</p> <p>_Indentation: Usually indents with understanding</p>	<p>_Grammar: Limited use of correct grammar, several errors, little control of verb tense</p> <p>_Sentence Structure: May not use a variety of sentence structures. Uses some complete sentences (still has fragments and run-ons)</p> <p>_Spelling: Several errors may distract reader</p> <p>_Punctuation: Many punctuation errors</p> <p>_Capitalization: Capitalizes some of the time</p> <p>_Indentation: May indent with understanding</p>	<p>_Grammar: Little use of correct grammar, many errors, doesn't make sense</p> <p>_Sentence Structure: Does not use a variety of sentence structures. Many incomplete sentences and/or run-ons</p> <p>_Spelling: Many errors, mistakes distract reader</p> <p>_Punctuation: Shows little or no understanding of basic rules</p> <p>_Capitalization: Rarely capitalizes correctly</p> <p>_Indentation: Doesn't indent or indents without understanding</p>	

Scorer's Initials _____

11-12 exceeds standards

9-10 meets standards

6-8 approaching standards

3-5 below standards

Total Score _____