

HALF TAIL: A GULF COAST LEGEND

Standalone Assessment Rubrics - Grade 4

Ready-to-Use Grading Tools

GENERAL 4-POINT RUBRIC SCALE

4 - MASTERY: Exceeds grade-level expectations

3 - PROFICIENT: Meets grade-level expectations

2 - APPROACHING: Approaching grade-level expectations

1 - BEGINNING: Below grade-level expectations

READING COMPREHENSION RUBRIC

Standards: ELA.4.R.1.1, ELA.4.R.1.2, ELA.4.R.3.2

Student Name: _____ **Date:** _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|---------------------------------|--|---|---|--|--------------|
| Finding Text Evidence | Finds multiple relevant quotes accurately; explains connection to question clearly | Finds appropriate quotes; makes good connections to questions | Finds some quotes; connections are basic but correct | Few or irrelevant quotes; unclear connections | ____/4 |
| Main Idea Identification | Identifies main ideas and explains how details support them thoroughly | Identifies main ideas with some supporting details | Identifies basic main ideas with limited detail support | Struggles to identify main ideas; few supporting details | ____/4 |
| Summarizing | Creates concise, accurate summaries including key events in logical order | Summarizes most important events in correct sequence | Basic summary with some key events included | Incomplete or inaccurate summary; poor sequence | ____/4 |
| Vocabulary Usage | Uses academic vocabulary correctly and naturally in context the time | Uses new vocabulary correctly most of the time | Uses some new vocabulary with minor errors | Limited or incorrect use of new vocabulary | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Strengths:

Areas for Growth:

Next Steps:

SCIENCE UNDERSTANDING RUBRIC

Standards: SC.4.L.16.2, SC.4.L.16.3, SC.4.E.6.4

Student Name: _____ **Date:** _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|------------------------------|---|---|---|---|--------------|
| Animal Adaptations | Explains multiple adaptations with clear connections to survival; uses scientific reasoning | Explains adaptations with good understanding of purpose | Identifies basic adaptations with simple explanations | Limited understanding of adaptations; unclear explanations | ____/4 |
| Animal Communities | Thoroughly explains how animals depend on each other; gives detailed examples | Understands animal cooperation with good examples | Basic understanding of animal communities; few examples | Little understanding of animal cooperation; no clear examples | ____/4 |
| Environmental Effects | Clearly connects environment to animal characteristics and behaviors | Makes good connections between environment and animals | Makes basic connections with limited understanding | Few or incorrect connections between environment and animals | ____/4 |
| Scientific Vocabulary | Uses scientific terms accurately and appropriately in explanations | Uses most scientific terms correctly | Uses some scientific terms with minor errors | Limited or incorrect use of scientific terms | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Scientific Thinking Demonstrated:

Areas for Growth:

Extension Opportunities:

WRITING RUBRIC

Standards: ELA.4.W.1.1, ELA.4.W.2.1

Student Name: _____ **Date:** _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|------------------------------------|--|---|--|--|--------------|
| Opinion/Main Idea | States clear, focused opinion/main idea that is well-developed | States clear opinion/main idea with good development | States basic opinion/main idea with some development | Unclear or weak opinion/main idea; little development | ____/4 |
| Supporting Reasons/Evidence | Provides multiple strong reasons with text evidence; excellent support | Provides good reasons with some text evidence; solid support | Provides basic reasons with limited evidence; adequate support | Few or weak reasons; little or no evidence provided | ____/4 |
| Organization | Clear introduction, body, and conclusion; logical flow throughout | Good organization with clear parts; mostly logical flow | Basic organization; some parts unclear; choppy flow | Poor organization; unclear structure; confusing flow | ____/4 |
| Language & Conventions | Uses varied, precise language; few or no errors in grammar/spelling | Uses clear language with minor errors that don't affect meaning | Basic language with some errors that may affect meaning | Simple language with many errors that interfere with meaning | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Writing Strengths:

Focus for Improvement:

Writing Goals:

DISCUSSION PARTICIPATION RUBRIC

Standards: ELA.4.SL.1.1, ELA.4.SL.2.1

Student Name: _____ **Date:** _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|-------------------------|--|--|---|---|--------------|
| Preparation | Always comes prepared with ideas and materials; shows thorough understanding | Usually prepared with ideas; shows good understanding | Sometimes prepared; shows basic understanding | Rarely prepared; shows little understanding | ____/4 |
| Participation | Contributes meaningful ideas regularly; asks thoughtful questions | Participates appropriately; shares relevant ideas | Participates occasionally; ideas are basic but on-topic | Rarely participates; ideas are unclear or off-topic | ____/4 |
| Listening | Listens actively; builds on others' ideas; responds thoughtfully | Listens well; responds appropriately to others | Listens adequately; some response to others | Poor listening; little response to others | ____/4 |
| Discussion Rules | Always follows rules; helps maintain positive discussion environment | Usually follows rules; contributes to positive environment | Sometimes follows rules; generally positive | Rarely follows rules; may disrupt discussion | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Discussion Strengths:

Goals for Improvement:

PROJECT-BASED ASSESSMENT RUBRIC

For: Conservation Promise, Animal Design, Mapping Activities

Student Name: _____ Date: _____

Project: _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|-----------------------------------|--|---|--|--|--------|
| Content Accuracy | All information is accurate and demonstrates deep understanding | Most information accurate with good understanding | Some accurate information with basic understanding | Limited accurate information; poor understanding | ____/4 |
| Creativity/ Effort | Highly creative and original; exceptional effort shown | Creative and thoughtful; good effort shown | Some creativity; adequate effort shown | Little creativity; minimal effort shown | ____/4 |
| Organization/ Presentation | Extremely well-organized and clearly presented; professional quality | Well-organized and clear; good presentation | Basically organized; adequate presentation | Poorly organized; unclear presentation | ____/4 |
| Use of Resources | Excellent use of multiple resources; cites sources appropriately | Good use of resources with some citation | Basic use of limited resources; little citation | Poor use of resources; no citation | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Project Highlights:

Suggestions for Future Projects:

MATHEMATICS RUBRIC

Standards: MA.4.DP.1.1 (Data Collection and Graphing)

Student Name: _____ Date: _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|-----------------------------------|---|---|---|--|--------|
| Data Collection | Collects accurate, complete data systematically; shows excellent organization | Collects mostly accurate data with good organization | Collects adequate data with basic organization | Collects limited or inaccurate data; poor organization | ____/4 |
| Graph Creation | Creates clear, accurate graphs with all necessary labels and titles | Creates good graphs with most labels and appropriate format | Creates basic graphs with some labels; adequate format | Creates unclear graphs with few labels; poor format | ____/4 |
| Data Interpretation | Draws insightful conclusions from data; makes connections to real situations | Draws appropriate conclusions; makes some connections | Draws basic conclusions with limited connections | Draws few or incorrect conclusions; no connections | ____/4 |
| Mathematical Communication | Explains mathematical thinking clearly using proper vocabulary | Explains thinking well with mostly correct vocabulary | Explains thinking basically with some mathematical vocabulary | Explains thinking poorly with little mathematical vocabulary | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Mathematical Strengths:

Areas for Math Growth:

COLLABORATION RUBRIC

For Partner and Group Work Activities

Student Name: _____ Date: _____

Activity: _____

| Criteria | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|------------------------|---|---|---|--|--------|
| Teamwork | Actively contributes to group success; helps others; shows leadership | Contributes well to group; cooperates effectively | Contributes adequately; cooperates most of the time | Contributes little; cooperation is inconsistent | ____/4 |
| Responsibility | Takes full responsibility for assigned tasks; exceeds expectations | Takes responsibility for tasks; meets expectations | Takes some responsibility; meets basic expectations | Takes little responsibility; below expectations | ____/4 |
| Communication | Communicates ideas clearly and respectfully; excellent listener | Communicates well and listens appropriately | Communicates adequately; adequate listening | Poor communication; limited listening | ____/4 |
| Problem Solving | Helps solve conflicts constructively; suggests creative solutions | Helps solve problems appropriately; offers good solutions | Helps solve problems basically; offers simple solutions | Little help with problems; few or poor solutions | ____/4 |

TOTAL SCORE: ____/16 **OVERALL LEVEL:** _____

Collaboration Strengths:

Teamwork Goals:

SELF-ASSESSMENT RUBRIC

For Student Reflection and Goal Setting

Student Name: _____ Date: _____

| Area | 4 - I'm Great at This! | 3 - I'm Good at This | 2 - I'm Getting Better | 1 - I Need More Help | My Score |
|-------------------------|---|--|---|-------------------------------------|----------|
| Understanding the Story | I can explain everything about Half Tail with details | I understand most of the story well | I understand the basic story | I need help understanding the story | ____/4 |
| Using New Words | I use ocean words correctly all the time | I use ocean words correctly most of the time | I use some ocean words correctly | I need help with ocean words | ____/4 |
| Science Learning | I can explain how animals adapt and live together | I understand most science ideas | I understand basic science ideas | I need help with science ideas | ____/4 |
| Working with Others | I'm a great teammate and helper | I work well with others | I'm learning to work better with others | I need help working with others | ____/4 |
| Sharing My Ideas | I share my ideas clearly and confidently | I share my ideas pretty well | I'm getting better at sharing ideas | I need help sharing my ideas | ____/4 |

TOTAL SCORE: ____/20

What I'm Most Proud Of:

What I Want to Get Better At:

My Goal for Tomorrow:

UNIT PORTFOLIO RUBRIC

Final Assessment of Complete Unit Work

Student Name: _____ Date: _____

| | Component | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning | Score |
|-------------------------------|------------------|--|---|---|---|--------------|
| Portfolio Organization | | Extremely well-organized; easy to find all work; shows pride in presentation | Well-organized; most work easy to find; good presentation | Basically organized; some work hard to find; adequate presentation | Poorly organized; work difficult to find; poor presentation | ____/4 |
| Work Completion | | All work completed with high quality; goes beyond requirements | Most work completed with good quality; meets requirements | Most work completed with adequate quality; meets basic requirements | Limited work completed; below requirements | ____/4 |
| Learning Growth | | Shows exceptional growth in understanding; makes insightful connections | Shows good growth in understanding; makes appropriate connections | Shows adequate growth; makes basic connections | Shows limited growth; few connections made | ____/4 |
| Reflection Quality | | Thoughtful, detailed reflections showing deep thinking about learning | Good reflections showing understanding of learning | Basic reflections showing some understanding | Limited or superficial reflections | ____/4 |
| Goal Achievement | | Exceeded all personal learning goals; set new challenging goals | Met most learning goals; set appropriate new goals | Met some learning goals; set basic new goals | Met few learning goals; unclear future goals | ____/4 |

TOTAL SCORE: ____/20 **OVERALL LEVEL:** _____

Overall Unit Achievements:

Recommendations for Continued Learning:

Teacher Comments:

QUICK REFERENCE SCORING GUIDE

Converting to Letter Grades (if required):

- **4 = A** (90-100%)
- **3 = B** (80-89%)
- **2 = C** (70-79%)
- **1 = D/F** (Below 70%)

Standards-Based Reporting:

- **4 = Exceeds Standards**
- **3 = Meets Standards**
- **2 = Approaching Standards**
- **1 = Below Standards**

Progress Indicators:

- **Growing:** Moving from lower to higher scores
- **Consistent:** Maintaining appropriate level scores
- **Intervention Needed:** Consistently scoring 1-2 levels

These rubrics can be used individually or combined for comprehensive assessment. Modify point values or criteria as needed for your specific classroom requirements.