

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
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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	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.