



Generic C2 Rubric – Grade 4

35%

C2	Observable elements	A	B	C	D	E
Evidence of understanding of texts	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language (FL) and words drawn from the texts.	Identifies and describes most key elements and demonstrates understanding of the overall meaning using FL and words from the texts.	Identifies and describes some key elements and of the overall meaning using FL and words from the texts.	Identifies and describes some key elements and demonstrates understanding of the overall meaning using FL and words from the texts, with teacher support .	Identifies and describes some key elements and demonstrates understanding of the overall meaning using FL and words from the texts, when guided by the teacher .	Poor understanding of various types of texts.
	Uses words and expressions found in texts and in provided resources as sources of information and ideas.	Uses many words/expressions found in texts/resources.	Uses a reasonable amount of words/expressions found in texts/resources.	Uses some words/expressions found in texts/resources.	Uses very little words/expressions found in texts/resources.	Does not use words/expressions found in texts/resources.
Use of knowledge from texts in a reinvestment task	Uses contextual cues to construct meaning.	Sometimes uses cues autonomously .	Sometimes uses cues autonomously, with support from teachers and peers .	Uses cues when prompted	Uses cues when guided by the teacher .	Does not use cues to construct meaning.
Use of strategies (for feedback only)	Applies learning strategies.	Applies some strategies practised during Cycle One and Two, as needed.	Applies some strategies practised during Cycle One and Two, with support from teachers and peers.	Applies some strategies practised during Cycle Two when prompted.	Applies a few strategies practised during Cycle One and Two when guided by the teacher.	Applies strategies practised during Cycle Two when closely guided by the teacher.

