



BERRYESSA UNION SCHOOL DISTRICT
 Response to Literature Writing Rubric 4th – 5th Grade

	ADVANCED - 4	PROFICIENT - 3	MAKING PROGRESS - 2	NEEDS IMPROVEMENT – 1
Response to Literature	<ul style="list-style-type: none"> ▪ Demonstrates a clear understanding of the literary work ▪ Provides effective support for judgments through specific references to text and prior knowledge ▪ Includes a summary of the story ▪ Uses <i>insightful</i> personal experience, ideas, or prior knowledge that demonstrates understanding 	<ul style="list-style-type: none"> ▪ Demonstrates an understanding of the literary work ▪ Provides support for judgments through references to text and prior knowledge ▪ Identifies the main idea or includes a summary of the story ▪ Includes a related personal experience, idea, or prior knowledge that demonstrates understanding 	<ul style="list-style-type: none"> ▪ Demonstrates a limited understanding of the literary work ▪ Provides weak support for judgments ▪ Includes a retell of the story ▪ May include a weak or unrelated experience, ideas, or prior knowledge 	<ul style="list-style-type: none"> ▪ Demonstrates no understanding of the literary work ▪ Fails to provide support for judgments
Organization & Focus	<ul style="list-style-type: none"> ▪ Clearly addresses all parts of the writing task ▪ Demonstrates a clear understanding of purpose and audience ▪ Maintains a consistent point of view, focus, and organizational structure, including paragraphing ▪ Includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> ▪ Addresses all parts of the writing task ▪ Demonstrates a general understanding of the purpose and audience ▪ Maintains a mostly consistent point of view, focus and organizational structure, including paragraphing when appropriate ▪ Presents a central idea with mostly relevant facts, details, and/or Explanations 	<ul style="list-style-type: none"> ▪ Addresses only parts of the writing task ▪ Demonstrates little understanding of the purpose and audience ▪ Maintains an inconsistent point of view, focus and organizational structure ▪ Suggests a central idea with limited facts, details, and/or explanations 	<ul style="list-style-type: none"> ▪ Addresses only one part of the writing task ▪ Demonstrates no understanding of purpose and audience ▪ Lacks a clear point of view, focus and/or organizational structure ▪ Lacks a central idea, but may contain marginally related facts, details and/or explanations
Written Conventions	<ul style="list-style-type: none"> ▪ Includes a variety of sentence types ▪ Contains few, if any errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling); these errors do not interfere with the reader’s understanding of the writing. 	<ul style="list-style-type: none"> ▪ Includes a variety of sentence types ▪ Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling); these errors do not interfere with the reader’s understanding of the writing. ▪ Organized in paragraph form 	<ul style="list-style-type: none"> ▪ Includes little variety in sentence types ▪ Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling); these errors may interfere with the reader’s understanding of the writing. 	<ul style="list-style-type: none"> ▪ Includes no sentence variety ▪ Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling); these errors interfere with the reader’s understanding of the writing.