

Informative/Explanatory Writing Rubric Grade 4

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly providing a general observation and focus (5W2a) ▪ groups related information logically (5W2a) ▪ links ideas within and across categories of information using words, phrases, and clauses (5W2c) ▪ provides a concluding statement or section related to the information or explanation presented (5W2e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly (4W2a) ▪ groups related information together in paragraphs and sections (4W2a) ▪ links ideas within categories of information using words and phrases (4W2c) ▪ provides a concluding statement or section related to the information or explanation presented (4W2e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the topic clearly ▪ attempts to group related information together in paragraphs and sections ▪ attempts to link ideas within categories of information using words and phrases ▪ attempts to provide a concluding statement or section related to the information or explanation presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic clearly ▪ makes little or no attempt to group related information together in paragraphs and sections ▪ makes little or no attempt to link ideas within categories of information using words and phrases ▪ makes little or no attempt to provide a concluding statement or section related to the information or explanation presented ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose and audience 	Organization/Purpose 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ skillfully includes formatting, illustrations, and multimedia when useful to aiding comprehension (5W2a) ▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic (5W2b) ▪ uses precise language and domain specific vocabulary to inform about or explain the topic (5W2d) ▪ skillfully uses relevant information from experiences or print and digital sources (5W8) ▪ summarizes or paraphrases information in finished work (5W8) • provides a list of sources, when appropriate (5W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ includes formatting, illustrations, and multimedia when useful to aiding comprehension (4W2a) ▪ develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (4W2b) ▪ uses precise language and domain specific vocabulary to inform or explain about the topic (4W2d) ▪ uses relevant information from experiences or print and digital sources (4W8) ▪ provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to include formatting, illustrations, and multimedia when useful to aiding comprehension ▪ attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic ▪ attempt to use precise language and domain specific vocabulary to inform or explain about the topic ▪ attempts to use relevant information from experiences or print and digital sources ▪ attempts to provide a list of sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to include formatting, illustrations, and multimedia when useful to aiding comprehension ▪ makes little or no attempt to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic ▪ makes little or no attempt to use precise language and domain specific vocabulary to inform or explain about the topic ▪ makes little or no attempt to use relevant information from experiences or print and digital sources ▪ makes little or no attempt to provide a list of sources, when appropriate 	Evidence/Elaboration 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)* ▪ has errors that do not interfere with understanding (5L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* ▪ has errors that do not interfere with understanding (4L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	Language/Conventions 1 x ____ = ____

Non-scorable responses: insufficient information, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed. (4L2d) 	<ul style="list-style-type: none"> Uses correct capitalization. (4L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from a text. (4L2b) Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence. (4L2c) 	<p>Pronouns:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Verbs:</p> <ul style="list-style-type: none"> Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. (4L1b) Use modal auxiliaries (<i>can, may, must</i>) to convey various conditions. (4L1c) <p>Adjectives:</p> <ul style="list-style-type: none"> Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>). (4L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>) (4L1g) 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons. (4L1f)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades