

Name _____		Writing Task: _____		Date: _____				
4th Grade Informative Writing Rubric		Total Score: _____		100 – 90 = A 89 – 80 = B 79 – 70 = C <70 = F				
Excellent		Good		Fair				
Unsatisfactory								
Development	▪ addresses all aspects of the writing task with a tightly focused and detailed response	15	▪ addresses the writing task with a focused response	13	▪ addresses the writing task with an inconsistent focus	11	▪ attempts to address the writing task but lacks focus	9
	▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	15	▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	13	▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	11	▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient	9
	▪ effectively uses relevant information from experiences or from print and digital sources	15	▪ uses relevant information from experiences or from print and digital sources	13	▪ inconsistently uses relevant information from experiences or from print and digital sources	11	▪ fails to use relevant information from experiences or from print and digital sources	9
Organization	▪ effectively introduces the topic and groups related information in paragraphs and sections in a manner that supports the writing task	12	▪ introduces the topic clearly and groups related information in paragraphs and sections	11	▪ introduces the topic and has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive)	9	▪ identifies the topic and fails to group related information in paragraphs and sections	8
	▪ effectively links ideas within categories of information using words and/or phrases	12	▪ links ideas within categories of information using words and/or phrases	11	▪ inconsistently links ideas within categories of information using words and/or phrases	9	▪ has little or no evidence of purposeful organization	8
	▪ provides an effective concluding statement or section related to the information or explanation presented	12	▪ provides a concluding statement or section related to the information or explanation presented	11	▪ attempts to provide a sense of closure	9	▪ fails to provide a sense of closure	8
Language/Conventions	▪ demonstrates a well-developed command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a weak command of standard English conventions; errors interfere with understanding	3
	▪ skillfully employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ inconsistently employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are inappropriate to audience and purpose	3
	▪ has sentences that are skillfully constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has some sentence formation errors and/or a lack of sentence variety	4	▪ has frequent and severe sentence formation errors and/or a lack of sentence variety	3
Informative Writing Rubric W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d Use precise language and domain-specific vocabulary to inform about or explain the topic. e Provide a concluding statement or section related to the information or explanation presented. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). L.4.1 –Parts of speech (collective nouns, reflexive pronouns, irregular verbs, comparative & superlative/adjectives, adverbs), simple, compound, complex sentences L.4.2 - Capitalization (titles), commas in addresses & dialogue, quotation marks, possessives, conventional and phonetic spelling, use of reference materials for spelling								