

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