

Grade 4: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 4					
		Write opinion pieces on topics or texts, supporting a point of view with reasons.			
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.4.1 W.4.9	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose ¹					
B	W.4.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
C	W.4.1a	Effective or engaging introduction and concluding statement or section	Introduction provides needed context on the topic or text	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the opinion
D	W.4.1d		Concluding statement or section is related to the opinion presented		
E	W.4.1a	Logical progression of ideas from beginning to end; strong connections between and among ideas in paragraphs and sections	Creates an organizational structure in which related ideas are grouped to support the writer's purpose	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas and/or information and ideas seem to be randomly ordered or have an unclear progression
F	W.4.1c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Links opinion and reasons using words and phrases	Connects some ideas using linking words and phrases	Few/no linking words or phrases used; transitions may be awkward

¹ W.4.4 is reflected in all descriptors.

Evidence and Elaboration					
G	W.4.1b	Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific	Provides reasons that are supported by facts and details	Opinion is insufficiently supported by reasons, facts, and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied Expression of ideas may be vague or confusing
H	L.4.3a–c L.4.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Vocabulary is generally appropriate for the audience and purpose	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose	Uses basic vocabulary, and simple or repetitive sentence structure
I	W.4.4 (partial) L.4.3 a–c L.4.6	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
J	W.4.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	List of sources is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions					
K	L.4.1 L.4.3 b	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
L	L.4.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

Informative/Explanatory Writing Rubric: Grade 4					
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.4.1 W.4.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus weakly supported by textual evidence	Does not demonstrate understanding, or shows a misunderstanding, of ideas by offering a focus unsupported by textual evidence

Grade 4: Writing Rubrics

Organization and Purpose					
B	W.4.2a	Focus is clearly communicated and strongly maintained	Focus is clear and maintained	Focus may be somewhat unclear and/or insufficiently maintained	Focus may be confusing or ambiguous
C	W.4.2a	Effective or engaging introduction and concluding statement or section	Introduction provides context on the topic Concluding statement or section is clearly related to the information or explanation presented	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or off-topic
D	W.4.2.a	Logical progression of ideas from beginning to end; strong connections between and among ideas in paragraphs and sections	Information is grouped in related paragraphs and sections	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas and/or information and ideas seem to be randomly ordered
E	W.4.2.c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Uses transitional words and phrases where needed to link ideas within categories of information	Connects some ideas using linking words and phrases	Few/no linking words or phrases used; transitions may be awkward
Evidence and Elaboration					
F	W.4.2b	Effective use of a variety of elaborative techniques; well-chosen evidence from the source material develops the topic and is integrated, relevant, and specific	Effectively uses some elaboration techniques; develops the topic with accurate facts, definitions, concrete details, quotations, or other information and examples related to the topic	Weak or uneven use of elaboration techniques; topic is insufficiently developed with facts and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague and/or copied; development may consist primarily of source summary	Minimal, if any, use of elaborative techniques; supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas may be vague or confusing
G	W.4.2a		Includes formatting, illustrations, and multimedia when useful to aiding comprehension		
H	W.4.2d L.4.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Uses precise language and domain-specific vocabulary to inform about or explain the topic; conveys ideas and information clearly	Uses some grade-appropriate general academic and domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
I	W.4.4 (partial) L.4.3 L.4.6	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
J	W.4.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material

Conventions					
L	L.4.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	
M	L.4.2 L.4.3b	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe and meaning is often obscured

Narrative Writing Rubric: Grade 4

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
--	--------------	----------------	----------------	---------------

Reading Connection

A	RI.4.1 W.4.9	Connections to source materials enhance the narrative	Connections to source materials contribute to the narrative	Connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative	Connections to source materials are not evident or detract from the narrative
---	-----------------	---	---	---	---

Organization/Purpose²

B	W.4.3a	Orients the reader by effectively establishing a situation and introducing a narrator and/or characters	Orients the reader by establishing a situation and introducing a narrator and/or characters	Unevenly or minimally establishes a situation and narrator/characters	Little attempt to establish a situation and narrator/characters May be brief
C	W.4.3e	Closing is effective and satisfying	Provides a conclusion that follows from the narrated experiences or events	Closing is weak or confusing	May end abruptly
D	W.4.3a	Natural, cohesive sequence of events from beginning to end	Organizes an event sequence that unfolds naturally	Weak or uneven sequence of events	Little or no organization of an event sequence: frequent extraneous ideas and/or a major drift may be evident
E	W.4.3c	Consistently uses a variety of transitional strategies to manage the sequence of events	Uses a variety of transitional words and phrases to manage the sequence of events	Uses some transitional words and phrases to manage the sequence of events	Few or no appropriate transitional words and phrases may cause confusion

² W.4.4 is reflected in all descriptors.

Grade 4: Writing Rubrics

Development/Elaboration					
F	W.4.3b L.4.6	Effectively uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	Contains some dialogue and descriptions of actions, thoughts, and feelings; use of narrative techniques may not develop experiences or events	Use of narrative techniques may be minimal, absent, or irrelevant
G	W.4.3d L.4.6	Effective use of sensory details and concrete language clearly advances the purpose	Uses concrete words and phrases and sensory to convey experiences and events precisely	Weak use of sensory details and concrete language may not advance the purpose	Little or no use of sensory details and concrete language
H	W.4.4	Effective, appropriate style enhances the narration	Generally appropriate style is evident	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style
Conventions					
I	L.4.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
J	L.4.2 L.4.3b	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning