

4th Grade Narrative Story Writing Rubric – Unit 1

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.4.3a	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> orients the reader and establishes a situation in an engaging way that draws the reader in. <input type="checkbox"/> introduces a narrator and/or characters in an interesting way. <input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begins to orient the reader and develop a situation in the introduction; may be basic. <input type="checkbox"/> introduces a narrator and/or characters in a simple or general way. <input type="checkbox"/> organizes an event sequence in an understandable order. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to establish a situation as part of the introduction. <input type="checkbox"/> does not introduce a narrator and/or characters. <input type="checkbox"/> has no evident sequencing of events. 	<p>12-15 = Meets</p> <p>9-11= Approaching</p> <p>< 9 = Below</p>
	W.4.3d	<ul style="list-style-type: none"> <input type="checkbox"/> skillfully uses a variety of (4+) transition words and phrases to manage the sequence of events. 	<ul style="list-style-type: none"> <input type="checkbox"/> uses some (2-3) transition words and phrases to manage the sequence of events. 	<ul style="list-style-type: none"> <input type="checkbox"/> fails to use any transition words and phrases to manage the sequence of events. 	
	W.4.3e	<ul style="list-style-type: none"> <input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> <input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped. 	<ul style="list-style-type: none"> <input type="checkbox"/> has no conclusion. 	
	W.4.3b	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> skillfully uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations with specificity and vivid details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple dialogue and descriptions of actions, thoughts, and feelings to tell about experiences and events or attempts to show the responses of characters to situations with some detail. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p>
	W.4.3d	<ul style="list-style-type: none"> <input type="checkbox"/> uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images. 	<ul style="list-style-type: none"> <input type="checkbox"/> uses concrete words and phrases and sensory details to convey experiences and events; descriptions may be mundane or repetitious. 	<ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of concrete words and phrases and sensory details. 	

4th Grade Narrative Story Writing Rubric – Unit 1 (Continued)

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language	L.4.1 <input type="checkbox"/> (Sentence Fluency) The writing: incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<input type="checkbox"/> (Sentence Fluency) The writing: has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<input type="checkbox"/> (Sentence Fluency) The writing: has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.4.2 <input type="checkbox"/> (Conventions) The writing: demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<input type="checkbox"/> (Conventions) The writing: contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<input type="checkbox"/> (Conventions) The writing: numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.4.5) (L.4.6) <input type="checkbox"/> (Word Choice & Vocabulary) The writing: accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	<input type="checkbox"/> (Word Choice & Vocabulary) The writing: incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.	<input type="checkbox"/> (Word Choice & Vocabulary) The writing: uses a limited range of words and/or some vocabulary is misused making the message unclear.	
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.		Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
26 – 33 = Meets Grade Level Expectations 20 – 25 = Approaching Grade Level Expectations < 20 = Below Grade Level Expectations			Overall Score:	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
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4th Grade Informative/Explanatory Writing Rubric – Unit 2

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.4.1 or RL.4.1	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> refers to a few details and examples from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> refers to a few details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect.</p> <p><input type="checkbox"/> provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>
	W.4.2a	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> creates an organizational structure in which related information is grouped in paragraphs or sections in a compelling way.</p> <p><input type="checkbox"/> effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> offers a beginning introduction to the topic; introduction may be underdeveloped.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped in paragraphs or sections.</p> <p><input type="checkbox"/> includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to introduce or reference the topic.</p> <p><input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.</p> <p><input type="checkbox"/> does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>
Writing	W.4.2c	<p><input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link ideas within categories of information for clarity.</p>	<p><input type="checkbox"/> uses generally appropriate words or phrases to link ideas within categories of information; may be mundane or repetitious.</p>	<p><input type="checkbox"/> fails to use words or phrases to link ideas within categories of information; connections may be irrelevant or incorrect.</p>	
	W.4.2e	<p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the information or explanation.</p>	<p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p><input type="checkbox"/> has no identifiable conclusion.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>

4th Grade Informative/Explanatory Writing Rubric – Unit 2 (continued)

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing	W.4.2b	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> offers some simple facts, definitions, concrete details, quotations, or other general information and examples related to the topic.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p><4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 10px auto; text-align: center;">Subtotal:</div>
Language	<p style="text-align: center;">L.4.1</p> <p style="text-align: center;">L.4.2</p> <p style="text-align: center;">W.4.2d (L.4.5) (L.4.6)</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 10px auto; text-align: center;">Subtotal:</div>
<p>**When applicable to the task.</p>		<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.</p>		<p>Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>	
<p>29 - 36 = Meets Grade Level Expectations</p> <p>22 - 28 = Approaching Grade Level Expectations</p> <p>< 22 = Below Grade Level Expectations</p>				<p>() = partially meets requirements of the standard.</p> <p style="text-align: right;">Overall Score:</p> <div style="border: 1px solid black; width: 50px; height: 40px; margin: 10px auto;"></div>	

4th Grade Opinion Text-Based Writing Rubric – Unit 3

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.4.1 or RL.4.1	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> refers to a few details and examples from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> refers to a few details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect.</p> <p><input type="checkbox"/> provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	W.4.1a W.4.1c W.4.1d	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> provides a strongly stated opinion.</p> <p><input type="checkbox"/> creates an organizational structure in which related ideas are logically grouped in a purposeful and compelling way.</p> <p><input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link opinions with reasons.</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the opinion presented.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> offers a beginning introduction to the topic.</p> <p><input type="checkbox"/> states an opinion.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see the connection between how related ideas have been grouped together.</p> <p><input type="checkbox"/> uses words or phrases to link opinions with reasons; may be mundane or repetitious.</p> <p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to introduce or reference a topic or text.</p> <p><input type="checkbox"/> does not state an opinion or opinion may be confusing or ambiguous.</p> <p><input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.</p> <p><input type="checkbox"/> fails to link opinions with reasons or connections may be irrelevant or incorrect.</p> <p><input type="checkbox"/> has no identifiable conclusion.</p>	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

4th Grade Opinion Text-Based Writing Rubric – Unit 3 *(continued)*

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Writing	W.4.1b	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> provides 3+ logically ordered reasons that are convincingly supported by facts and details.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> provides 1 to 2 reasons that are adequately supported by facts or details.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p><4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Subtotal:</div>
Language	<p style="text-align: center;">L.4.1</p> <p style="text-align: center;">L.4.2</p> <p style="text-align: center;">(L.4.5) (L.4.6)</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p> <p>(Conventions) The writing:</p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; text-align: center; line-height: 50px;">Subtotal:</div>

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets the requirements of the standard.

Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

29 – 36 = Meets Grade Level Expectation

22 – 28 = Approaching Grade Level Expectation

< 22 = Below Grade Level Expectation

Overall Score:

4th Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension	RL.4.1 or RI.4.1	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> refers to a few details and examples from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> refers to a few details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect.</p> <p><input type="checkbox"/> provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	Writing	<p>W.4.3a</p> <p><input type="checkbox"/> orients the reader and establishes a situation in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> introduces a narrator and/or characters in an interesting way.</p> <p><input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.</p> <p>W.4.3d</p> <p><input type="checkbox"/> skillfully uses a variety of (4+) transition words and phrases to manage the sequence of events.</p> <p>W.4.3e</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> begins to orient the reader and develop a situation in the introduction; may be basic.</p> <p><input type="checkbox"/> introduces a narrator and/or characters in a simple or general way.</p> <p><input type="checkbox"/> organizes an event sequence in an understandable order.</p> <p><input type="checkbox"/> uses some (2-3) transition words and phrases to manage the sequence of events.</p> <p><input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to establish a situation as part of the introduction.</p> <p><input type="checkbox"/> does not introduce a narrator and/or characters.</p> <p><input type="checkbox"/> has no evident sequencing of events.</p> <p><input type="checkbox"/> fails to use any transition words and phrases to manage the sequence of events.</p> <p><input type="checkbox"/> has no conclusion.</p>	<p>12-15 = Meets</p> <p>9-11= Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

4th Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4 (Continued)

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	<p>W.4.3b</p> <p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> skillfully uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations with specificity and vivid details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple dialogue and descriptions of actions, thoughts, and feelings to tell about experiences and events or attempts to show the responses of characters to situations with some detail. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">Subtotal:</div>
	<p>W.4.3d</p> <p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses concrete words and phrases and sensory details to convey experiences and events; descriptions may be mundane or repetitious. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of concrete words and phrases and sensory details. 	
Language	<p>L.4.1</p> <p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">Subtotal:</div>
	<p>L.4.2</p> <p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand. 	
	<p>(L.4.5) (L.4.6)</p> <p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear. 	
<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.</p>		<p>Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>		
<p>31 – 39 = Meets Grade Level Expectations 23 – 30 = Approaching Grade Level Expectations < 23 = Below Grade Level Expectations</p>				<p>Overall Score: <div style="border: 1px solid black; width: 50px; height: 30px; display: inline-block; vertical-align: middle;"></div></p>

4th Grade Informative/Explanatory Writing Rubric with Research – Unit 5

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.4.1 or RL.4.1	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> refers to a few details and examples from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> refers to a few details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect.</p> <p><input type="checkbox"/> provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	Writing	<p style="text-align: center;">W.4.2a</p> <p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> creates an organizational structure in which related information is grouped in paragraphs or sections in a compelling way.</p> <p><input type="checkbox"/> effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**</p> <p style="text-align: center;">W.4.2c</p> <p><input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link ideas within categories of information for clarity.</p> <p style="text-align: center;">W.4.2e</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the information or explanation.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> offers a beginning introduction to the topic; introduction may be underdeveloped.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped in paragraphs or sections.</p> <p><input type="checkbox"/> includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p> <p><input type="checkbox"/> uses generally appropriate words or phrases to link ideas within categories of information; may be mundane or repetitious.</p> <p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to introduce or reference the topic.</p> <p><input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.</p> <p><input type="checkbox"/> does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p> <p><input type="checkbox"/> fails to use words or phrases to link ideas within categories of information; connections may be irrelevant or incorrect.</p> <p><input type="checkbox"/> has no identifiable conclusion.</p>	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

4th Grade Informative/Explanatory Writing Rubric with Research – Unit 5 (continued)

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing	W.4.2b	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> offers some simple facts, definitions, concrete details, quotations, or other general information and examples related to the topic.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p>
	<p>(W.4.7) (W.4.8)</p>	<p><input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered about different aspects of a topic.</p>	<p><input type="checkbox"/> makes reference to a few pieces of information gathered about different aspects of a topic.</p>	<p><input type="checkbox"/> does not make reference to knowledge gained or information gathered about different aspects of a topic.</p>	<p>Subtotal:</p> <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>
Language	L.4.1	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p>
	<p>L.4.2</p> <p>W.4.2d (L.4.5) (L.4.6)</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message.</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p> <p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>	<p>Subtotal:</p> <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>
<p>**When applicable to the task.</p>		<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.</p>		<p>Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>	
<p>31 - 39 = Meets Grade Level Expectations</p> <p>23 - 30 = Approaching Grade Level Expectations</p> <p>< 23 = Below Grade Level Expectations</p>				<p>() = partially meets requirements of the standard.</p>	
<p>Overall Score:</p>					<div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>

4th Grade Opinion Text-Based Writing with Research Rubric – Unit 6

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.4.1 or RL.4.1	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> accurately refers to relevant details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> refers to a few details and examples from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> refers to a few details and examples from a text when drawing inferences from the text.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect.</p> <p><input type="checkbox"/> provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>
	<p>W.4.1a</p> <p><input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> provides a strongly stated opinion.</p> <p><input type="checkbox"/> creates an organizational structure in which related ideas are logically grouped in a purposeful and compelling way.</p> <p>W.4.1c</p> <p><input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link opinions with reasons.</p> <p>W.4.1d</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the opinion presented.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> offers a beginning introduction to the topic.</p> <p><input type="checkbox"/> states an opinion.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see the connection between how related ideas have been grouped together.</p> <p><input type="checkbox"/> uses words or phrases to link opinions with reasons; may be mundane or repetitious.</p> <p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to introduce or reference a topic or text.</p> <p><input type="checkbox"/> does not state an opinion or opinion may be confusing or ambiguous.</p> <p><input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.</p> <p><input type="checkbox"/> fails to link opinions with reasons or connections may be irrelevant or incorrect.</p> <p><input type="checkbox"/> has no identifiable conclusion.</p>	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>	

4th Grade Opinion Text-Based Writing with Research Rubric – Unit 6 (continued)

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Writing	W.4.1b	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> provides 3+ logically ordered reasons that are convincingly supported by facts and details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> provides 1 to 2 reasons that are adequately supported by facts or details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p>
	(W.4.7) (W.4.8)	<p><input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered about different aspects of a topic.</p>	<p><input type="checkbox"/> makes reference to a few pieces of information gathered about different aspects of a topic.</p>	<p><input type="checkbox"/> does not make reference to knowledge gained or information gathered about different aspects of a topic.</p>	<div style="border: 1px solid black; width: 50px; height: 50px; margin: auto;"></div> <p style="text-align: center;">Subtotal:</p>
Language	L.4.1	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p>
	L.4.2	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand. 	
	(L.4.5) (L.4.6)	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear. 	<div style="border: 1px solid black; width: 50px; height: 50px; margin: auto;"></div> <p style="text-align: center;">Subtotal:</p>

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets the requirements of the standard.

Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

31 – 39 = Meets Grade Level Expectation

23 – 30 = Approaching Grade Level Expectation

< 23 = Below Grade Level Expectation

Overall Score: