

## GRADE 4 RUBRIC FOR INFORMATION WRITING

|                     | 1 (Below Basic)   | 2 (Basic)  | 3 (Proficient)   | 4 (Advanced)   |
|---------------------|---|--|--|--|
| <b>STRUCTURE</b>    |   |  |  |  |
| <b>Overall</b>      | The writer taught reader some important points about a subject.                                 | The writer taught readers information about a subject. He/she put in ideas, observations, and questions.                     | The writer taught readers different things about a subject. He/she put facts, details, quotes, and ideas into each part of his/her writing.  | The writer used different kinds of information to teach about the subject. Sometimes he/she included little essays, stories, or how-to sections.   |
| <b>Lead</b>         | The writer wrote a beginning in which he/she named a subject and tried to interest readers.     | The writer wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.              | The writer hooked his/her readers by explaining why the subject mattered, telling a surprising fact or giving a big picture. He/she let readers know that he/she would teach them different things about a subject.    | The writer wrote an introduction that helped readers get interested in and understand the subject. He/she let readers know the subtopics he/she would be developing later as well as the sequence.   |
| <b>Transitions</b>  | The writer used words such as <i>and</i> and <i>also</i> to show he/she had more to say.        | The writer used words such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> to show sequence.                | The writer used words in each section that helped the readers understand how one piece of information connected to another. The writer used words like <i>later</i> , <i>next</i> , <i>before</i> , and <i>after</i> . | The writer wrote about results; he/she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When information was compared, phrases like <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> were used. |
| <b>Ending</b>       | The writer wrote some sentences or a section at the end to wrap up his/her piece.               | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.                  | The writer wrote an ending that reminded readers of his/her subject and may have suggested an action or provided a final insight.  | The writer wrote a conclusion in which he/she restated the main points and may have offered a final thought or question for readers to consider.   |
| <b>Organization</b> | The writer's writing had different parts. Each part told different information about the topic. | The writer grouped his/her information into parts. Each part was mostly about one thing that connected to his/her big topic. | The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Subheadings and headings may have been used to title sections.   | The writer organized his/her writing into a sequence of separate sections. He/she may have used headings and subheadings.  |

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| <b>DEVELOPMENT</b>          |   |   |   |   |
| <b>Elaboration</b>          | The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.                                 | The writer wrote facts, definitions, details, and observations about the topic and explained some of them.  | The writer collected information from a variety of sources.<br><br>The writer taught his/her readers different things about the subject. The writer selected information that was important and interesting. Facts, numbers, names, and examples were included. | The writer collected information from a variety of sources, giving credit to each. The writer researched different things about the subject, selecting information that was important and interesting. Facts, numbers, names, and examples were included.             |
| <b>Craft</b>                | The writer tried to include the words that showed he/she was an expert on the subject.  | The writer chose expert words to teach readers a lot about the subject. He/she taught information in a way to interest readers. He/she may have used drawings, captions, or diagrams. | The writer made deliberate word choices to teach his/her readers. When it felt right to do so, the writer chose interesting comparison and used figurative language to clarify his/her points.  | The writer made deliberate word choices to teach his/her readers. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.  |
| <b>LANGUAGE CONVENTIONS</b> |   |   |   |   |
| <b>Spelling</b>             | The writer only used chunks of words.   | The writer used spelling patterns most of the time.   | The writer used spelling patterns correctly and edited regularly.   | The writer used spelling patterns correctly and extended them to create new words.  |
| <b>Conventions</b>          | The writer began and ended some sentences with capitalization and punctuation.<br><br>The writer rarely punctuated with commas and quotation marks. | The writer began and ended most sentences with capitalization and punctuation.<br><br>The writer sometimes punctuated with commas and quotation marks.                                | The writer began and ended all sentences with capitalization and punctuation.<br><br>The writer used long, complex sentences, commas, and quotations appropriately.   | The writer edited independently.<br><br>The writer used commas to set off introductory parts of sentences such as: <i>One day at the park, I went to the slide.</i> The writer also uses commas to show talking directly to someone such as: <i>Are you mad, Mom?</i> |

**Scoring Directions**

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

**Compiling the Scores**

In each row, highlight the descriptor in the column that matches the student's work. Scores in the categories of Elaboration and Craft are worth double the point value. Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score \_\_\_\_\_

Lead Score \_\_\_\_\_

Transition Score \_\_\_\_\_

Ending Score \_\_\_\_\_

Organization Score \_\_\_\_\_

Elaboration \_\_\_\_\_ x 2 = \_\_\_\_\_

Craft Score \_\_\_\_\_ x 2 = \_\_\_\_\_

Spelling Score \_\_\_\_\_

Conventions Score \_\_\_\_\_

Total Score \_\_\_\_\_

| Number of Points | Scaled Score* |
|------------------|---------------|
| 1—11             | 1             |
| 12—22            | 2             |
| 23—33            | 3             |
| 34—44            | 4             |

**\*The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**