

CCSS Writing Rubric Grade 4—Informative

| | NS (0) | Does Not Meet (1) | Almost Meets (2) | Meets (3) | Exceeds (4) |
|--------------------------------|-------------|--|---|--|---|
| Informative | No evidence | <p>Topic is vague with minimal or irrelevant ideas and information</p> <p>Main idea not evident or not sustained.</p> | <p>Writes an informative, explanatory text in which topic is stated, but ideas and information are unclear</p> <p>Main idea of topic is unclear and not sustained throughout piece of writing</p> | <p>Writes an informative, explanatory text introducing a topic that conveys ideas and information clearly</p> <p>Main idea of topic is generally focused and maintained, some less related material may be present</p> | <p>Meets all expectations of Level 3</p> <p>Main idea of topic is focused, clearly stated, and strongly maintained</p> |
| Organization | No evidence | <p>Little organizational structure</p> <p>Missing introduction and/or conclusion</p> <p>Contains few or no transitions</p> <p>No progression of ideas</p> | <p>Weak organizational structure</p> <p>Weak introduction and conclusion</p> <p>Inconsistent transitions with little variety</p> <p>Uneven progression of ideas</p> | <p>Groups related information in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia</p> <p>Adequate introduction and conclusion (statement or section)</p> <p>Uses some variety of transitional phrases to move the reader from one detail to the next</p> <p>Adequate progression of ideas</p> | <p>Meets all expectations set forth in (3)</p> <p>Clear and effective organizational structure</p> <p>Effective introduction and conclusion (section)</p> <p>Uses transitional phrases with purpose and variety for a strong progression of ideas</p> |
| Elaboration | No evidence | <p>Minimal elaboration using little or no facts/evidence</p> <p>No evidence from sources or incorrect</p> | <p>Inconsistent elaboration using facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Weak evidence from sources if present</p> | <p>Adequate elaboration using facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Some evidence from sources integrated with general citations</p> | <p>Meet all expectations set forth in (3)</p> <p>Effective elaboration which uses facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Evidence from sources is relevant and integrated smoothly</p> |
| Language and vocabulary | No evidence | <p>Language and vocabulary are confusing or vague or are inappropriate for the audience and purpose</p> <p>Limited use of grade appropriate language¹</p> | <p>Language and vocabulary are used with little clarity or may be inappropriate for the audience and purpose</p> <p>Weak use of grade appropriate ¹(sensory, concrete)</p> | <p>Adequate use of language and vocabulary (domain specific or precise) for the audience and purpose</p> <p>Adequate use of grade appropriate¹ sensory, concrete, and figurative language</p> | <p>Effective use of language and vocabulary (domain specific) for the audience and purpose</p> <p>Effective use of grade appropriate¹ sensory, concrete, and figurative language</p> |
| Conventions | No evidence | <p>Demonstrate a lack of command of grade level¹ conventions</p> <p>Contains frequent errors and severe which impact meaning</p> | <p>Demonstrate a partial command of grade level¹ conventions</p> <p>Contains frequent errors in usage that may confuse reader or impact meaning</p> | <p>Demonstrate an adequate command of grade level¹ conventions:</p> <p>Some errors in usage and sentence formation, but no systematic pattern of errors</p> | <p>Demonstrates an effective and consistent use of grade level¹ conventions</p> <p>Few, if any errors</p> |

This rubric was created using common core standards and the Smarter Balanced Consortium Rubric.

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>

¹ See CCSS Language Standard