



INFORMATIVE/EXPLANATORY WRITING RUBRIC

California Common Core Standards Based – GRADE 4



Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Document is well organized and connected with smooth transitions <input type="checkbox"/> Both introduction and conclusion are clear and well stated <input type="checkbox"/> Facts are well organized with appropriate details 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Uses underlining, quotation marks, or italics for titles of works <input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb tense. 	<p>Guidance & Support</p>
3 Meets	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly (W1a) <input type="checkbox"/> Groups related information in paragraphs and sections (W2a) <input type="checkbox"/> Includes formatting (headings, etc.), illustrations, and multimedia when they aid comprehension (W2a) <input type="checkbox"/> Develops topic with facts, definitions, concrete details, quotations, or other information/examples related to the topic (W2b) <input type="checkbox"/> Links ideas within categories of information using words/phrases such <i>another, for example, also, because</i> (W2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform/explain the topic (W2d) <input type="checkbox"/> Provides a concluding statement or section related to the information/explanation presented (W2e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops/strengthens writing by planning, revising, editing (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> WGASFA* Can keyboard/ type a minimum of one page in a single sitting (W6) <input type="checkbox"/> Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8) <input type="checkbox"/> Draws evidence from text (W9) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f) <input type="checkbox"/> Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (L1g) <input type="checkbox"/> Writes fluidly and legibly in cursive or joined italics (L1h) <input type="checkbox"/> Uses correct capitalization (L2a) <input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (L2b) <input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence. (L2c) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed. (L2d) <input type="checkbox"/> Chooses words and phrases to convey ideas precisely (L3) <input type="checkbox"/> Chooses punctuation for effect (L3) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Has clear topic but some facts are not well-developed <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Has limited planning for writing <input type="checkbox"/> Uses some linking words/phrases <input type="checkbox"/> Has informal vocabulary or is not aligned with topic 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells most words correctly 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Provides few details or facts <input type="checkbox"/> Writes only single paragraph <input type="checkbox"/> Has no planning for writing <input type="checkbox"/> Copies sentences directly from text in articles in prompt 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has many words spelled incorrectly <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors or is missing punctuation 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.