

Informational or Explanatory Text-Based Writing Rubric Grade 4

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources*
Development 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ groups related information in paragraphs and sections in a manner that supports the writing task ▪ effectively links ideas within categories of information using words and/or phrases ▪ provides an effective concluding statement or section related to the information or explanation presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly ▪ groups related information in paragraphs and sections ▪ links ideas within categories of information using words and/or phrases ▪ provides a concluding statement or section related to the information or explanation presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) ▪ inconsistently links ideas within categories of information using words and/or phrases ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ attempts to provide a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ fails to provide a list of sources*

*if applicable