

**Informational/Explanatory Standard Referenced Rubric
Grade 4**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Ideas and Organization 4.W.2a	The student introduces the topic in an interesting way and groups related information in paragraphs and sections.	The student introduces the topic and groups related information in paragraphs and sections.	The writing lacks a clear introduction and the information (details) is not organized.	The writing lacks a topic and not all information is related.
Content and Development 4.W.2b	The writing develops the topic with three or more facts, definitions and or concrete details, quotations or other information, and related examples enhance the topic.	The writing develops the topic with three or more facts, definitions and or concrete details, quotations or other information, and related examples support the topic.	The writing develops the topic with less than three facts, definitions or details; or the details do not support the topic.	The writing does not develop the topic with relevant facts, definitions or details.
Transitions and Conclusions 4.W.2c 4.W.2e	The writing uses transition words and/or phrases to enhance logical organization and understandability of ideas within categories of information. The writing has a concluding statement or section that strengthens the information or explanation presented.	The writing uses a variety of three or more linking words and/or phrases to connect ideas within categories of information. The writing has a concluding statement or section that relates to the information or explanation presented.	The writing has less than three linking words and/or transitions that may/or may not be used correctly. The conclusion is not related to the topic.	The writing has less than two linking words and/or transitions that may/or may not be used correctly. The conclusion is absent.
Language, Structure and Style 4.L.1a 4.L.1f	The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose. The writing includes a variety of complete simple, compound and/or complex sentences purposefully to create the desired effect.	The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns and relative adverbs appropriate to function and purpose. The writing demonstrates a variety of complete simple, compound and/or complex sentences.	The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose. The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.	The writing uses nouns, pronouns and/or verbs appropriate to function and purpose. The writing demonstrates simple and compound sentences; errors interfere with meaning.

Conventions				
4.L.2a	The writing consistently demonstrates correct capitalization in all situations.	The writing demonstrates correct capitalization in most situations; does not interfere with readability.	The writing demonstrates correct capitalization; errors may interfere with readability.	The writing does not demonstrate correct capitalization; errors interfere with readability.
4.L.2b,c	The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.	The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses). The writing uses quotation marks correctly.	The writing uses commas and quotation marks (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may interfere with readability.	The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.
4.L.2d	The spelling is correct and demonstrates above grade level spelling ability.	The spelling is generally correct and does not detract from the readability of the writing; demonstrates grade level spelling.	The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).

*AKSS – (“W” = Writing strand; “RIT” = Reading-Informational Text; “L”= Language strand)

NOTES: In the left criterion boxes of the rubric, the. As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4th grade standards were referenced.

The letter abbreviations are as follows: AKSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand (Domain)	2nd	3rd	4th
Writing	<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension</p> <p>b. Develop the topic with facts, definitions, and details and explanations that support the focus.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p>
Reading – Informational Text	<p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, (e.g. explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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