4th Grade Writing Assessment Rubric

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| Area | Descriptors | 4  Exceeding | 3  Proficient | 2  Developing | 1  Emerging | Area Total |
| Focus/Ideas | Writing 2:  I can write an informational/explanatory text about a topic and provide facts and ideas to support the topic. | All proficient **plus** one of the following:   * Selectively and purposefully uses information to make the topic understandable and interesting * All of the facts used are relevant to the main idea | * Writing addresses the prompt given and stays on topic * Main idea is clearly stated * Main idea supported by facts from the text provided * Writing is in the student’s own words | Writing contains  3 characteristics listed for proficient. | Writing contains  1-2 characteristics listed for proficient. |  |
| Organization | Writing includes an introduction that provides a general observation and focus of my topic with related information grouped together. | All proficient **plus** one of the following:   * Transitions flow smoothly in guiding the reader * Text features enhance understanding and give the reader more insight about the topic | * Introduction provides the focus of the topic * At least one text feature is included to support the topic * Sequence of events is in a logical order * Conclusion statement is related to the information presented | Writing contains  3 characteristics listed for proficient. | Writing contains  1-2 characteristics listed for proficient. |  |
| Writing includes common features of informational text (headings, labels, etc.) and illustrations to support the topic as needed. |
| Writing includes a relevant concluding statement or section to provide closure. |
| Word Choice | Writing includes linking words, phrases, and clauses to connect information clearly for my readers. | All proficient **plus** one of the following:   * Sophisticated use of topic-specific vocabulary and transitions * Words chosen grab the reader’s attention often | * Linking words are used to transition ideas * Words are specific and accurate * Topic-specific vocabulary is included * Topic-specific vocabulary is used appropriately in context | Writing contains  3 characteristics listed for proficient. | Writing contains  1-2 characteristics listed for proficient. |  |
| Writing includes precise language and vocabulary to support the information about my topic. |
| Sentence Fluency | Language 1.f:  Writing includes complete sentences, recognizing and correcting inappropriate fragments and run-ons. | All proficient **plus** one of the following:   * Longer sentences are used to elaborate * Shorter sentences are used to create emphasis * Sentences vary in structure | * Sentence beginnings are not all alike * Varying sentence lengths * Writing flows smoothly when read the first time * Compound sentences are used | Writing contains  3 characteristics listed for proficient. | Writing contains  1-2 characteristics listed for proficient. |  |
| Conventions | Language 1 & 2:  Student demonstrates command of the conventions of standard English grammar, spelling, capitalization and punctuation usage when writing. | There are no basic grammar, spelling, capitalization, or punctuation errors.  If mistakes are made, they occur when students are experimenting with an advanced technique or word choice. | There are a few basic grammar, spelling, capitalization, or punctuation errors; however the message is still clearly communicated. | There are some grammar, spelling, capitalization, or punctuation errors that make it difficult to understand the message. | There are many grammar, spelling, capitalization, or punctuation errors and the read is unable to determine a message. |  |
| Total: | | | | | |  |