

Grade 4: Informative/Explanatory Writing Rubric *DRAFT*

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	<p>Effective or engaging introduction. Focus is insightful or compelling</p> <p>Effective or engaging conclusion</p> <p>Logical progression of ideas: strong connections between ideas in paragraphs and sections</p> <p>Uses a variety of transitional strategies to clarify the relationships between and among ideas</p>	<p>Introduces the topic clearly. Focus is clear and maintained</p> <p>Concluding statement or section is clearly related to the explanation or information presented</p> <p>Groups related information in paragraphs and sections</p> <p>Uses transitional words and phrases where needed to link ideas within categories of information</p>	<p>Introduction is only loosely related to the topic. Focus may be unclear and/or insufficiently maintained</p> <p>Conclusion is only weakly related to the information presented.</p> <p>Relationship between information in paragraphs and sections is sometimes unclear</p> <p>Connects some ideas using linking words and phrases</p>	<p>Introduction may be missing or off-topic Focus is confusing or ambiguous</p> <p>Conclusion may be missing or off-topic.</p> <p>Frequent extraneous ideas; ideas seem to be randomly ordered</p> <p>Few or no transitions used</p>
Evidence/ Elaboration	Well-chosen evidence from the source material effectively develops the topic	Develops the topic with accurate facts, definitions, concrete details, quotations, or other information and examples related to the topic	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive or vague.	Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly used

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	<p>Formatting, illustrations, or multimedia significantly enhance comprehension</p> <p>Word choice is nuanced and clearly appropriate for the audience and purpose</p>	<p>Includes formatting, illustrations, and multimedia <i>when useful to aiding comprehension</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p>	<p>Formatting, illustrations, or multimedia used do not aid comprehension</p> <p>Uses some domain-specific vocabulary</p>	<p>Formatting, illustrations, or multimedia used interfere with comprehension.</p> <p>Uses basic vocabulary, and simple or repetitive sentence structure</p>
Conventions	<p>Few, if any, errors in usage and sentence formation</p> <p>Effective and consistent use of punctuation, capitalization, and spelling</p>	<p>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</p> <p>Adequate use of punctuation, capitalization, and spelling</p>	<p>Frequent errors in usage may obscure meaning</p> <p>Inconsistent use of punctuation, capitalization, and spelling</p>	<p>Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured</p>

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*