GRADE 4 - INFORMATIONAL TEXT RUBRIC

Criteria for Informational Writing	Exceeds the Standard 4	Meeting the Standard 3	Needs Improvement 2	Needs Attention 1
Introduction and Development				
Claim: The writer introduces and examines a topic (clearly) (providing a general observation and focus) to convey ideas and information (W.3(4) (5).1a)	- Claim includes two or three topics or ideas explicitly stated in the text or inferred by the reader. This may be divided into direction sentences - Includes a lead. - Includes a summary or transitional sentence in the introduction	- Claim includes two or three ideas or topics explicitly stated or inferred by the reader. This may be broken into direction sentences - Includes a lead.	- Claim includes one or two ideas or topics explicitly, but are disconnected or unclear.	- Claim is not apparent to the reader - Responds to some or no parts of the prompt - Demonstrates little to no understanding of topic/text(s)
Evidence: The writer develops the topic with facts, definitions, and (concrete) details, (quotations, or other information and examples) (W.3(4-5).1b)	- Organizes ideas and information into coherent paragraphs that include an elaborated introduction with clear claim (see above), structured body, and insightful conclusion - Provides analysis of text based on inferential reading and selects essential details or quotations from text - Selects relevant and substantial text support from the resources with accuracy - Develops topics with well-integrated facts, definitions, concrete details, quotations, or other information and examples. Each topic has a paragraph.	- Organizes ideas and information into logical introduction (see above), body, and concluding paragraphs · Uses relevant and sufficient text support from the resources with accuracy - Develops the topic with facts, definitions, concrete details, quotations, or other information and examples. - Each idea or topics should have a paragraph.	- Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion - Uses mostly relevant text support but may lack sufficient evidence and/or accurate use - Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	- Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion - Does not use relevant or sufficient text support from the resources with accuracy - Does not support opinion with facts, details, and/or reasons
Coherence and Organization				
Organization: The writer groups related information together (in paragraphs and sections) (logically) (W.3(4)(5).1a)	- Logically groups related information into paragraphs or sections, including formatting	· Groups related information into paragraphs or sections, including formatting (e.g., headings)	- Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)	- Does not group related information together

Transitions: The writer uses linking words, phrases, (and clauses) to connect ideas within (and across) categories of information (W.3- 4(5).1c)	- Uses linking words, phrases, and clauses strategically to connect ideas within categories of information and linked to the claim	- Uses linking words and phrases appropriately to connect ideas within categories of information	- Attempts to use some simplistic linking words to connect ideas	- Uses no linking words
Conclusion: The writer provides a concluding statement or section (related to the information or explanation presented) (W.3(4-5).1d)	- Conclusion summarizes important ideas and findings - In addition, conclusion proposes a new idea or next step - Includes strategic uses of words or phases	- Conclusion summarizes important ideas and findings	- Conclusion is underdeveloped	- Conclusion is absent or confusing

Clarity and Conventions

Clarity/Voice: The writer produces clear and coherent writing in which the style is appropriate to task, purpose, (and audience). (W.3(4-5).4)	- Writer's voice adds interest to the message	- Writer's voice is appropriate to the audience and purpose	- Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)	- No sense of voice, purpose and/or audience
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage. (L.3-5.1)	- Utilizes precise and domain-specific vocabulary accurately throughout student writing - Uses purposeful and varied sentence structures (complex, compound, and simple)	- Utilizes precise language and domain-specific vocabulary - Uses correct and varied sentence structures (Simple and compound)	- Uses some precise language and/or domain-specific vocabulary but minimally and/or inaccurately - Uses some repetitive yet correct sentence structure (simple sentences)	- Does not utilize precise language or domain-specific vocabulary - Does not demonstrate sentence mastery
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling. (L.3-5.2)	- Applies creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability	- Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability	· Demonstrates some grade level appropriate conventions, but errors may interfere with the readability	· Demonstrates limited understanding of grade level conventions, and errors interfere with the readability.
Sources: The writer gathers relevant information from print and digital sources and provide a list of sources. (W.3-5.8)	- Uses credible and varied sources - Includes a References page	- Uses credible sources	- Uses mostly credible sources	- Uses few to no credible sources

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- SOURCES OF GRADE 4 INFORMATIONAL/EXPLANATORY WRITING RUBRICS: BOSTON PUBLIC SCHOOLS; ELK GROVE UNIFIED SCHOOL DISTRICT; SAN DIEGO UNIFIED SCHOOL DISTRICT; PARCC GRADE 4 SCORING RUBRIC