

Urbana School District 116: Argument/Persuasive Rubric for 4<sup>th</sup> Grade (Aligned with Common Core Standards) – August 2013

Criteria for 4 <sup>th</sup> Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus/ Opinion CCSS: W.4.1	<ul style="list-style-type: none"> <li>Responds skillfully to all parts of the prompt</li> <li>States an opinion/argument/claim that demonstrates an insightful understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Responds to all parts of the prompt</li> <li>States an opinion that demonstrates an understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Responds to most parts of the prompt</li> <li>States an opinion that demonstrates limited understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Responds to some or no parts of the prompt</li> <li>Demonstrates little to no understanding of topic</li> </ul>
	Evidence/ Support CCSS: W.4.1 W.4.9 RI.4.1	<ul style="list-style-type: none"> <li>Supports opinion logically with clear facts and relevant details</li> <li>Quotes accurately from the text to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>Supports opinion with reasons, facts, and details</li> <li>Refers to details and examples from the text to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>Partially supports opinion with limited reasons, facts, and details</li> <li>Refers to text, but does not provide specific details and examples in support of analysis</li> </ul>	<ul style="list-style-type: none"> <li>Does not support opinion with reasons, facts, and details OR reasons, facts, and details are irrelevant or inaccurate</li> <li>Does not refer to text to support analysis</li> </ul>
	Analysis CCSS: W.4.1 W.4.9	<ul style="list-style-type: none"> <li>Provides logically ordered reasons that are supported by facts and details</li> </ul>	<ul style="list-style-type: none"> <li>Provides reasons that are supported by facts and details</li> </ul>	<ul style="list-style-type: none"> <li>Provides reasons that are partially supported by facts and details</li> </ul>	<ul style="list-style-type: none"> <li>Provides reasons but does not provide facts and details</li> </ul>
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.4.1	<ul style="list-style-type: none"> <li>Introduces a claim about the topic/text and organizes the reasons/evidence clearly</li> <li>Creates an organizational structure in which ideas are logically grouped to support author's purpose</li> <li>Uses a variety of words, phrases, and clauses skillfully to link reasons and opinion/claim(s)</li> <li>Provides a concluding statement or section that follows from the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the topic/text clearly</li> <li>Creates an organizational structure in which ideas are grouped to support the purpose</li> <li>Links opinions and reasons using words, phrases, and clauses appropriately</li> <li>Provides a concluding statement or section related to the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Partially introduces the topic/text or introduces a topic in a vague or unclear manner</li> <li>Attempts to organize ideas and information to support the purpose</li> <li>Uses some words, phrases, or clauses to connect reasons to opinion but not effectively</li> <li>Provides a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Does not introduce the topic/text</li> <li>Organizes ideas and information in no apparent order due to lack of paragraph structure</li> <li>Uses no linking words, phrases, or clauses</li> <li>Provides no concluding statement or section</li> </ul>
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.4.1 L.4.2 L.4.3 W.4.1 W.4.4	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structures for meaning, reader interest, and style</li> <li>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> <li>Utilizes precise and sophisticated word choice</li> <li>Establishes and maintains a formal style</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structures for reader interest and style</li> <li>Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning</li> <li>Chooses words and phrases to convey ideas precisely</li> <li>Establishes and maintains a consistent style</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style</li> <li>Demonstrates use of some grade level appropriate conventions, but errors obscure meaning</li> <li>Uses vague or basic word choice</li> <li>Uses an inconsistent style OR uses both formal and informal styles</li> </ul>	<ul style="list-style-type: none"> <li>Does not use correct sentence structure</li> <li>Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>Uses incorrect word choice</li> <li>Uses an inconsistent style OR uses both formal and informal styles</li> </ul>

**SCORING NOTE:** Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

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Strand	Third Grade	Fourth Grade	Fifth Grade
<b>Reading – Informational Text</b>	RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Writing</b>	W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol> W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.9: Begins in 4th grade.	<b>W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b> <ol style="list-style-type: none"> <li><b>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</b></li> <li><b>b. Provide reasons that are supported by facts and details.</b></li> <li><b>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</b></li> <li><b>d. Provide a concluding statement or section related to the opinion presented.</b></li> </ol> W.4: <b>Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</b> W.9: <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> W.4: Produce clear and coherent writing (including multi- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Language</b>	L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>b. Form and use regular and irregular nouns</li> <li>d. Form and use irregular verbs</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement</li> <li>i. Produce simple, compound, and complex sentences).</li> </ol> L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Capitalize appropriate words in titles, use commas and quotation marks in dialogue, form and use possessives, use spelling patterns, and consult reference materials.) L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. <ol style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> </ol>	<b>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <ol style="list-style-type: none"> <li><b>b. Form and use the progressive verb tenses</b></li> <li><b>d. Order adjectives within sentences according to conventional patterns</b></li> <li><b>e. Form and use prepositional phrases</b></li> <li><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.)</b></li> </ol> L.2: <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use capitalization, commas and quotation marks for direct speech, commas before a coordinating conjunction in a compound sentence).</b> L.3: <b>Use knowledge of language and its conventions when writing, speaking, reading or listening.</b> <ol style="list-style-type: none"> <li><b>a. Choose words and phrases to convey ideas precisely.</b></li> <li><b>b. Choose punctuation for effect.</b></li> </ol>	L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>b. Form and use the perfect verb tense</li> <li>d. Recognize and correct inappropriate shifts in verb tense</li> </ol> L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use punctuation to separate items in a series, commas to indicate direct address, punctuation to indicate titles of works.) L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ol>

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NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RI = Reading Informational Text L=Language

### PROMPTS TAKEN FROM THE 4<sup>th</sup> GRADE READING FOR INFORMATION STANDARDS:

- **RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
- **RI.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**
- **RI.5 - Describe the overall structure (chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.**
- **RI.8 – Explain how an author uses reasons and evidence to support particular points in a text.**
- **RI.9 – Use (integrate) information from two texts on the same topic in order to write or speak about the subject knowledgeably.**