

Urbana School District 116: Informative/Explanatory Rubric for 4th Grade (Aligned with Common Core Standards) – August 2013

Criteria for 4 th Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus CCSS: W.4.2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Thoroughly examines a topic and conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to all parts of the prompt Examines a topic and conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to most parts of the prompt Partially examines a topic and partially conveys ideas and information 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not convey ideas and information clearly
	Evidence/ Support CCSS: W.4.2 W.4.9 RI.4.1	<ul style="list-style-type: none"> Develops the topic logically with clear facts, definitions, concrete details, quotations, or other information and examples related to the topic Quotes accurately and draws evidence from the text to support analysis, reflection, and research 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Draws evidence from literary or informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> Partially develops the topic with limited reasons, facts, details, quotations, or other information and examples related to the topic Draws little evidence from literary or informational texts to support analysis, reflection and research 	<ul style="list-style-type: none"> Does not develop the topic with reasons, facts, details, quotations, or other information and examples related to the topic Does not use evidence from literary or informational texts to support analysis, reflection, and research
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.4.2	<ul style="list-style-type: none"> Introduces the topic clearly Groups related information logically Links ideas within and across categories of information using words, phrases, and clauses Provides a concluding statement or section that follows from the information or explanation presented 	<ul style="list-style-type: none"> Introduces the topic clearly Groups related information in paragraphs and sections Links ideas within categories of information using words and phrases Provides a concluding statement or section related to the information or explanation presented 	<ul style="list-style-type: none"> Partially introduces the topic or introduces a topic in a vague or unclear manner Attempts to group related information in paragraphs or sections Links some words and phrases to link ideas within categories of information Provides a concluding statement or section 	<ul style="list-style-type: none"> Does not introduce the topic Organizes ideas and information in no apparent order due to lack of paragraph structure Does not use linking words or phrases to link ideas within categories of information Provides no concluding statement or section
WRITE TRAITS - WORD CHOICE, SENTENCE/FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.4.1 L.4.2 L.4.3 W.4.2 W.4.4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Utilizes precise, sophisticated and domain specific vocabulary to inform about or explain the topic Establishes and maintains a formal style (voice) 	<ul style="list-style-type: none"> Uses correct and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning Utilizes precise language and domain specific vocabulary to inform about or explain the topic Establishes and maintains a consistent style (voice) 	<ul style="list-style-type: none"> Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style (effect) Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses vague or basic word choice Uses an inconsistent style (voice) OR uses both formal and informal styles 	<ul style="list-style-type: none"> Does not use correct sentence structure Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses incorrect word choice Uses an inconsistent style (voice) OR uses both formal and informal styles

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
Reading – Informational Text	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Writing	<p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.9: Begins in 4th grade.</p>	<p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). 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>W.4.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). 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>W.5.4: Produce clear and coherent writing (including multi- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Language	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use regular and irregular nouns d. Form and use irregular verbs f. Ensure subject-verb and pronoun-antecedent agreement i. Produce simple, compound, and complex sentences). <p>L.3.2: 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.)</p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. 	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use the progressive verb tenses d. Order adjectives within sentences according to conventional patterns e. Form and use prepositional phrases f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.4.2: 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).</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 	<p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use the perfect verb tense d. Recognize and correct inappropriate shifts in verb tense <p>L.5.2: 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.)</p> <p>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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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, the CCSS-aligned standards for the current grade as well as the grade above and the grade below have been included. The letter abbreviations are as follows: CCSS = Common Core State Standards, W= writing, RI = Reading Informational Text, and L=Language.

READING STANDARDS THAT CORRELATE WITH INFORMATIONAL WRITING:

- **RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
- **RI.4.3 - 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.4.5 - 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.4.8 – Explain how an author uses reasons and evidence to support particular points in a text.**
- **RI.4.9 – Use (integrate) information from two texts on the same topic in order to write or speak about the subject knowledgeably.**