

Fourth Grade Information Writing Rubric

See Note Below	Grade 2 1 pt = Below	1.5 Pts = Below	Grade 3 2 pts = Basic	2.5 Pts = Basic	Grade 4 3 pts = Meets	3.5 Pts = Excels	Grade 5 4 pts = Excels	Score
Structure								
Overall	Taught readers some important points about a subject.	Mid-Level	Taught readers information about a subject. Put in ideas, observations and questions.	Mid-Level	Taught readers different things about a subject. Put facts, details, quotes, and ideas into each part of his/her writing.	Mid-Level	Used different kinds of information to teach about the subject. Sometimes he/she included little essays, stories, or how-to sections in his/her writing.	
Lead	Wrote a beginning in which he/she named a subject and tried to interest readers		Wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.		Hooked readers by explaining why the subject mattered, telling a surprising fact or giving a big picture. Let readers know that he/she would teach them different things about the subject.		Wrote an introduction that helped readers get interested in and understand the subject. Let readers know the subtopics he/she would be developing later as well as the sequence.	
Transitions	Used words such as <i>and</i> and <i>also</i> to show he/she had more to say.		Used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> and <i>later</i> . Also words to show what did not fit such as <i>however</i> and <i>but</i> .		Used words in each section that helped the reader understand how one piece of information was connected with others. Wrote the section in sequence, used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> and <i>after</i> . Organized the section in kinds or parts, used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .		When writing about results, he/she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . Compared information, used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, he/she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In sections that stated an opinion, used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	
Ending	Wrote some sentences or a section to wrap up piece.		Wrote an ending that drew conclusions, asked questions or suggested ways readers might respond.		Wrote an ending that reminded readers of the subject and may have suggested a follow-up action or left readers with a final insight. Added thoughts, feelings, and questions about the subject at the end.		Wrote a conclusion in which he/she restated the main points and may have offered a final thought or question for readers to consider.	
Organization	Writing had different parts. Each part told different information about the topic		Grouped his/her information into parts. Each part was mostly about one thing that connected to the big topic.		Grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly the same thing. May have used headings and sub headings.		Organized his/her writing into a sequence of separate sections. May have used headings and subheadings to highlight the separate sections. Wrote each section according to an organizational plan shaped partly by the genre of the section.	
Development								
Elaboration	Used different kinds of information in his/her writing such as facts, definitions, details, steps and tips.	Mid-Level	Wrote facts, definitions, details and observations about the topic and explained some of them.	Mid-Level	Taught readers different things about the subject. Chose subtopics because they were important and interesting. Included different kinds of facts and details such numbers, names and examples. Got information from talking to people, reading books and from his/her own knowledge and observations Made choices about organizations. May have used compare/contrast, cause/effect, or pro/con. May have used diagrams, charts, headings, bold words and definition boxes to help teach readers.	Mid-Level	Explained different aspects of a subject. Included a variety of information such as examples, details, dates and quotes. Used trusted sources and gave credit when appropriate. Made sure to research any details that would add to writing. Worked to make information understandable to the reader. May have referred to earlier parts of text and summarized background information. Let readers know when he/she was discussing facts and when he/she was offering their own thinking.	X2

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Craft	Tried to include the words that showed he/she was an expert on the subject.		Chose expert words to teach readers a lot about the subject. Taught information in a way to interest readers. May have used drawings, captions, or diagrams.		Made deliberate word choices to teach readers. May have done this by using and repeating key words about the topic. Chose interesting comparisons and used figurative language to clarify points. Made choices about which information was best to include or not include. Used a teaching tone. May have used phrases such as <i>that means...</i> , <i>what that really means is...</i> , and <i>let me explain...</i>		Made deliberate word choices to have an effect on readers. Use the vocabulary of experts and explained key terms. Worked to include the exact phrase, comparison, or image that would explain information and concepts. Made choices about which details and facts to include, also made choices how to convey his/her information so it made sense to readers. Blended storytelling, summary and other genres as needed and used text features. Used a consistent inviting, teaching tone and varied sentences to help readers take in and understand the information.	X2	
Language Conventions									
Spelling	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words—Spelled all the grade appropriate words correctly and used the word wall	Mid-Level	Used what he/she knew about spelling patterns to help him/her spell and edit grade appropriate words	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words. Used the word wall and dictionaries to help her when needed.	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words. Used the word wall and dictionaries to help her when needed.		
Punctuation	Used quotation marks to show what characters said—Used apostrophes in words such as <u>can't</u> and <u>don't</u>		Punctuated dialogue correctly with commas and quotation marks—Punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another		When writing long, complex sentences, the writer used commas to make them clear and correct.		Uses commas to set off introductory parts of sentences, (for example, <i>As you might know</i> ,). Uses a variety of punctuation to fix any run-on sentences. Uses punctuation to cite his sources.		
*Note: If a student does not have the skill(s) listed as a '1', give the student '0'								Total Points	

Report Scale Score Online

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11:5 – 16.5	1.5	Below
17 – 22	2	Basic

Number of Points	Scaled Score	Status
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels