

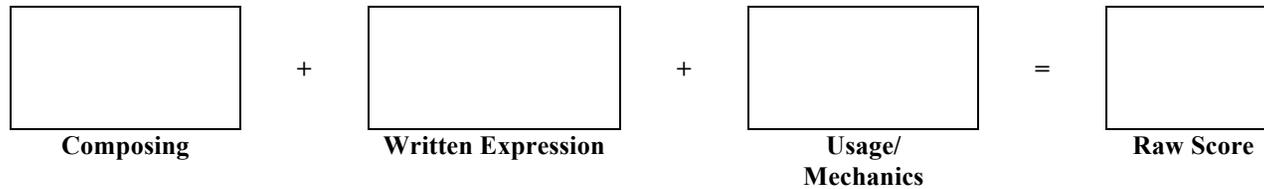
# Grade 4 Writing Rubric

**First** **Last**

COMPOSING MEETS 3		WRITTEN EXPRESSION MEETS 3		USAGE/MECHANICS REASONABLE CONTROL	
<p><b>_____ Prewriting</b></p>	<p><b>Prewriting:</b> -Create a plan and organize thoughts to convey a central idea before writing -Use a prewriting strategy -Identify intended audience</p>	<p><b>_____ Language:</b> Specific vocabulary, vivid word choices, and precise information create images in the reader’s mind.</p>	<p><b>Language:</b> - Use specific vocabulary, words and phrases to inform and explain the topic/convey experiences and events -Use specific vocabulary and vivid word choice -Use precise language and vocabulary to explain a topic -Select specific information to guide readers more purposefully through the piece -Revise writing for clarity of content using specific vocabulary and information</p>	<p><b>_____ Sentence Formation:</b> Writes grammatically correct, complete sentences.</p>	<p><b>Sentence Formation:</b> - Appropriately use subject, predicate, and prepositional phrases to form sentences</p>
<p><b>_____ Central Idea:</b> A clear consistent focus on a central idea is developed.</p>	<p><b>Central Idea:</b> - Focus on one aspect of a topic -Organize writing to convey a central idea -Write a clear topic sentence focusing on the main idea</p>	<p><b>_____ Voice:</b> Writer’s presence is created by words and information.</p>	<p><b>Voice:</b> -Use precise, descriptive vocabulary to show writer’s personality</p>	<p><b>_____ Usage:</b> The way in which words and phrases are actually used.</p>	<p><b>Usage:</b> -Use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing -Use noun/pronoun agreement -Use reflexive pronouns -Use subject verb agreement -Incorporate adjectives and adverbs -Use singular possessives -Avoid the use of double negatives</p>
<p><b>_____ Organization:</b> A logical plan is used for developing a central idea, which includes a strong beginning, middle, and end.</p>	<p><b>Organization:</b> -Clearly introduce a topic -Group related information in paragraphs -Write two or more related paragraphs on a topic -Link ideas within paragraphs using words and phrases -Provide a concluding statement or section related to the topic -Organize an event sequence that unfolds naturally</p>	<p><b>_____ Tone:</b> The writer’s attitude about the topic is developed through the manipulation of vocabulary and information.</p>	<p><b>Tone:</b> -Purposefully shape and control language to affect readers</p>	<p><b>_____ Mechanics:</b> Few errors in formatting, spelling, capitalization, and internal and end punctuation are present.</p>	<p><b>Mechanics</b> -Formatting: paragraph indentation/spacing between -Spelling: Use the correct spelling of frequently used words including homonyms/homophones - Capitalization; proper nouns and words at the beginning of sentences, and the word <i>I</i> -Internal punctuation: Use commas in series, dates, and addresses, apostrophes in singular possessives, and quotation marks to indicate someone is saying something -End punctuation: Punctuate declarative (.), interrogative (?), and exclamatory (!) sentences</p>
<p><b>_____ Elaboration:</b> The details, illustrations, events, reasons and examples focus on a central idea.</p>	<p><b>Elaboration:</b> -Includes supporting details and elaborate the main idea -Use facts, definitions, opinions, quotations, details, or other examples or information to develop the topic</p>	<p><b>_____ Rhythmic Flow:</b> Rhythmic flow, resulting from purposeful sentence variety and transitions is present.</p>	<p><b>Rhythmic Flow:</b> -Use transition words and/or phrases for sentence variety to connect thoughts and manage the sequence of events -Include sentences of various lengths and beginnings to create a pleasant, informal rhythm</p>		
<p><b>_____ Technology:</b> Use technology to support writing.</p>	<p><b>Technology:</b> -Use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.</p>				
<p><b>_____ Citation:</b></p>	<p><b>Citation:</b> -Give credit to sources used in research</p>				

# Grade 4 Writing Rubric

First \_\_\_\_\_ Last \_\_\_\_\_



Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

$$\frac{\text{_____}}{\text{(raw score)}} / 3 = \text{_____} \text{ (total score)}$$

Score	Descriptors
<b>4 = Exceeds</b>	Exemplary, advanced, consistent, near perfect, high
<b>3 = Meets</b>	Almost accomplished, proficient, solid, reasonable, S, middle/high
<b>2 = Almost meets</b>	Partially meets, developing, basic, inconsistent, P, middle/low
<b>1 = Does not meet</b>	Not evident, below basic, little or no control, N, low

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.