

Grade 4 Informative/Explanatory Writing Rubric

	Not Yet	Approaches	Meets	Advanced
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
<p>Focus/Information CCSS.ELA-Literacy.RI.4.1: Refer to text details and examples when explaining what the texts say explicitly and when drawing text inferences. CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine topics and convey ideas and information clearly.</p>	<p>Responds to some or no parts of prompt. Demonstrates little to no understanding of topic or text(s).</p>	<p>Responds to most parts of prompt. Demonstrates limited understanding of topic or text(s).</p>	<p>Responds to all parts of prompt. Demonstrates understanding of topic or text(s).</p>	<p>Responds skillfully to all parts of prompt. Demonstrates strong understanding of topic or text(s).</p>
<p>Organization CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine topics and convey ideas and information clearly. CCSS.ELA-Literacy.W.4.2a: Introduce topics clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. CCSS.ELA-Literacy.W.4.2c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). CCSS.ELA-Literacy.W.4.2e: Provide concluding statements or sections related to information or explanations presented. CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p>	<p>Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion. Does not group related information together. Uses no linking words.</p>	<p>Organizes ideas and information in attempted paragraph structure that includes sense of introduction, body, and conclusion. Grouping of ideas lacks cohesion (e.g., list-like, rambling, repetitive). Attempts to use some simplistic linking words to connect ideas.</p>	<p>Organizes ideas and information into logical introduction, body, and concluding paragraphs. Groups related information into paragraphs or sections, including formatting (e.g., headings). Uses linking words and phrases appropriately to connect ideas within categories of information.</p>	<p>Organizes ideas and information into purposeful, coherent paragraphs that include elaborated introduction with clear thesis, structured body, and insightful conclusion. Logically groups related information into paragraphs or sections, including formatting. Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information.</p>
<p>Development with Support/Evidence CCSS.ELA-Literacy.RI.4.1: Refer to text details and examples when explaining what the texts say explicitly and when drawing text inferences. CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine topics and convey ideas and information clearly. CCSS.ELA-Literacy.W.4.2b: Develop topics with facts, definitions, concrete details, quotations, or other information and examples related to topics. CCSS.ELA-Literacy.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide lists of sources. CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analyses, reflection, and research. CCSS.ELA-Literacy.W.4.9b: Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Does not use relevant or sufficient text support from resources with accuracy. Uses few to no credible sources. Does not support opinion with facts, details, and/or reasons.</p>	<p>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use. Uses mostly credible sources. Develops topic with limited facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Uses relevant and sufficient text support from resources with accuracy. Uses credible sources. Develops topic with facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Skillfully uses relevant and substantial text support from resources with accuracy. Uses credible and varied sources. Develops topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples.</p>
<p>Language CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain topics.</p>	<p>Uses few to no correct sentence structures. Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with meaning and readability. Does not use precise language or domain-specific vocabulary.</p>	<p>Uses some repetitive yet correct sentence structures. Demonstrates some grade-level appropriate conventions, but errors obscure meaning and readability. Uses some precise language and/or domain-specific vocabulary but minimally and/or inaccurately.</p>	<p>Uses correct and varied sentence structures. Demonstrates grade-level appropriate conventions; errors are minor and do not obscure meaning and readability. Uses precise language and domain-specific vocabulary.</p>	<p>Uses purposeful and varied sentence structures. Demonstrates creativity and flexibility when using conventions (i.e., grammar, punctuation, capitalization, spelling) to enhance meaning and readability. Uses precise and domain-specific vocabulary accurately throughout writing.</p>

Common Core State Standards (CCSS) Alignment

In the left criteria boxes of the rubric, CCSS-aligned standards have been identified. As a resource for teachers, below are the current grade standards, as well as previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the Grade 5 standards were referenced.

Strand (Domain)	Grade 3	Grade 4	Grade 5
Writing	<p>CCSS.ELA-Literacy.W.3.2: Write informative/ explanatory texts to examine topics and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.3.2a: Introduce topics and group related information together; include illustrations when useful to aid comprehension.</p> <p>CCSS.ELA-Literacy.W.3.2b: Develop topics with facts, definitions, and details.</p> <p>CCSS.ELA-Literacy.W.3.2c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>CCSS.ELA-Literacy.W.3.2d: Provide concluding statements or sections.</p> <p>CCSS.ELA-Literacy.W.3.4: With guidance and support from adults, produce writing in which development and organization are appropriate to tasks and purposes.</p> <p>CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine topics and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.4.2a: Introduce topics clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>CCSS.ELA-Literacy.W.4.2b: Develop topics with facts, definitions, concrete details, quotations, or other information and examples related to topics.</p> <p>CCSS.ELA-Literacy.W.4.2c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>CCSS.ELA-Literacy.W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain topics.</p> <p>CCSS.ELA-Literacy.W.4.2e: Provide concluding statements or sections related to information or explanations presented.</p> <p>CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide lists of sources.</p> <p>CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analyses, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.4.9b: Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine topics and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.5.2a: Introduce topics clearly, provide general observations and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>CCSS.ELA-Literacy.W.5.2b: Develop topics with facts, definitions, concrete details, quotations, or other information and examples related to topics.</p> <p>CCSS.ELA-Literacy.W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>CCSS.ELA-Literacy.W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain topics.</p> <p>CCSS.ELA-Literacy.W.5.2e: Provide concluding statements or sections related to information or explanations presented.</p> <p>CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide lists of sources.</p> <p>CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analyses, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.5.9b: Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
Reading Informational Text	<p>CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate text understanding, referring explicitly to texts as the basis for answers.</p>	<p>CCSS.ELA-Literacy.RI.4.1: Refer to text details and examples when explaining what the texts say explicitly and when drawing text inferences.</p>	<p>CCSS.ELA-Literacy.RI.5.1: Quote accurately from texts when explaining what the texts say explicitly and when drawing text inferences.</p>
Language	<p>CCSS.ELA-Literacy.L.3.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CCSS.ELA-Literacy.L.5.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.5.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p>