

ENGLISH LANGUAGE ARTS REPORT WRITING RUBRIC GRADE 4

BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
Writing process	<ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1) 	<ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing).
Ideas	<ul style="list-style-type: none"> Establishes and expands a focus/controlling idea to enhance the understanding of the topic. Includes facts and details relevant to focus/controlling ideas that add insight to the topic and excludes extraneous information. (2.8.1) 	<ul style="list-style-type: none"> Establishes a focus/controlling idea. (2.4.2) Includes facts and details relevant to focus/controlling ideas and excludes extraneous information. (2.8.1) 	<ul style="list-style-type: none"> Contains a focus/controlling idea. (2.4.2) Includes some facts and details relevant to focus/controlling ideas and may or may not exclude extraneous information. (2.8.1) 	<ul style="list-style-type: none"> Lacks a focus/controlling idea. (2.4.2) Includes little to no facts and details relevant to focus/controlling ideas. (2.8.1)
Organization	<ul style="list-style-type: none"> Effectively uses an organizational text structure appropriate to focus/controlling idea 2.7.3) Groups ideas logically to enhance the reader's understanding of the topic. (2.7.2) Write an engaging introduction that sets the context. (2.7.4) Writes a conclusion that demonstrates the writer's own understanding of the topic (e.g. drawing conclusions). (2.7.7) 	<ul style="list-style-type: none"> Uses an organizational text structure appropriate to focus/controlling idea. (2.7.3) Groups ideas logically. (2.7.2) Write an introduction that sets the context. (2.7.4) Writes a conclusion that provides closure. (2.7.7) 	<ul style="list-style-type: none"> Uses an organizational text structure but may not be appropriate to focus/controlling idea. (2.7.3) Groups some ideas logically. (2.7.2) Does not contain an introduction with appropriate information to set context. (2.7.4) Writes a conclusion that does not provide closure. (2.7.7) 	<ul style="list-style-type: none"> Lacks an organizational text structure. (2.7.3) Ideas are not grouped logically. (2.7.2) Does not include an introduction. (2.7.4) Does not include a conclusion. (2.7.7)

Report_Grade_4[1] 07/17/09

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

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Voice	<ul style="list-style-type: none"> • Uses voice appropriate for the audience/purpose to engage the reader and increase the understanding of the topic. (2.6.1) 	<ul style="list-style-type: none"> • Uses voice appropriate for the audience/purpose. (2.6.1) 	<ul style="list-style-type: none"> • Uses voice appropriate for the audience/purpose at times. (2.6.1) 	<ul style="list-style-type: none"> • Uses voice that does not match the audience/purpose. (2.6.1)
Sentence Fluency	<ul style="list-style-type: none"> • Uses varied sentence length and structure (e.g. beginnings, transition words) that enhances meaning and sounds smooth and natural. (2.2.2) 	<ul style="list-style-type: none"> • Uses varied sentence length and structure (e.g. beginnings, transition words) to enhance meaning. (2.2.2) 	<ul style="list-style-type: none"> • Uses some varied sentence length and structure (e.g. beginnings, transition words). (2.2.2) 	<ul style="list-style-type: none"> • Does not use varied sentence length and (e.g. beginnings, transition words). (2.2.2)
Word Choice	<ul style="list-style-type: none"> • Uses specific and relevant details and language, appropriate to purpose, to enhance understanding of the topic. (2.6.1) 	<ul style="list-style-type: none"> • Uses specific and relevant details and language, appropriate to purpose, to understand the topic. (2.6.1) 	<ul style="list-style-type: none"> • Uses some relevant language appropriate to the topic. (2.6.1) 	<ul style="list-style-type: none"> • Uses language that is not appropriate to the topic. (2.6.1)
Conventions	<ul style="list-style-type: none"> • Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify and enhance meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> • Uses rules of punctuation, spelling, capitalization, and grammar to clarify meaning. (2.9.1, 2.9.3, 2.9.5) Errors do not impede meaning 	<ul style="list-style-type: none"> • Uses some grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors may impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> • Uses little to no grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)

COMMENTS

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