

ENGLISH LANGUAGE ARTS PROCEDURAL 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). (2.1.1)
Ideas	<ul style="list-style-type: none"> States, maintains, and expands a focus/controlling idea to enhance understanding of the process. Includes appropriate information to set context and enhance the understanding of the process. Explain the materials needed and their purpose..(2.7.9) Include, if appropriate, detailed and labeled illustrations/diagrams to help the reader visualize the process.. (2.7.9) 	<ul style="list-style-type: none"> States and maintains a focus/controlling idea. (2.7.10) Includes appropriate information to set context. (2.7.5) Explains the materials needed. (2.7.9) Includes, if appropriate, illustrations/diagrams to help the reader visualize the process. (2.7.9) 	<ul style="list-style-type: none"> Contains a focus/controlling idea. (2.7.10) Includes some appropriate information to set context. (2.7.5) Mentions some of the materials needed. (2.7.9) May include, illustrations/diagrams to help the reader visualize the process, but may not be relevant. (2.7.9) 	<ul style="list-style-type: none"> Lacks a focus/controlling idea. (2.7.10) Includes little to no information to set context. (2.7.5) Does not mention the materials needed. (2.7.9) May not include, illustrations/diagrams to help the reader visualize the process, when one is needed. (2.7.9)
Organization	<ul style="list-style-type: none"> Effectively uses an organizational text structure appropriate to focus/controlling idea (Usually sequential/chronological). (2.7.3) Effectively communicates the steps in logical detailed manner. Write an engaging introduction that has appropriate information to set context. (2.7.4) Writes a conclusion that provides closure which increases the 	<ul style="list-style-type: none"> Uses an organizational text structure appropriate to focus/controlling idea (Usually sequential/chronological). (2.7.3) Communicates the steps in logical detailed manner. (2.7.9) Writes an introduction that has appropriate information to set 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 appropriate to focus/controlling idea (2.7.3) Communicates some of the steps in logical detailed manner. (2.7.9) Does not contain appropriate information in the introduction to set context. (2.7.4) Conclusion does not provide closure. (2.7.7) 	<ul style="list-style-type: none"> Lacks an organizational text structure. (2.7.3) Does not communicate steps in logical detailed manner. (2.7.9) Does not include an introduction. (2.7.4) Does not include a conclusion. (2.7.7)

Procedural Writing_grade_4[1] 06/02/08

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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	reader's understanding of the process and product. (2.7.7)			
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 procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses specific and relevant details and language appropriate to purpose to advance the procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses some relevant language appropriate to procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses language that is not appropriate to procedure. (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. Errors do not impede meaning. (2.9.1, 2.9.3, 2.9.5) 	<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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