

ENGLISH LANGUAGE ARTS RESPONDING TO LITERARY OR INFORMATIONAL TEXT WRITING RUBRIC GRADES 4 and 5

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"> Effectively synthesizes information to make a generalization that demonstrates a deep understanding of the text. Makes insightful inferences about the content, events, characters or common themes. (2.4.2) Uses the most appropriate and specific details and references to text or relevant citations to support focus or judgment. (2.4.2) 	<ul style="list-style-type: none"> Synthesizes information to make a generalization that demonstrates a deep understanding of the text. (2.4.2) Makes inferences about the content, events, characters or common themes. (2.4.2) Uses specific details and references to text or relevant citations to support focus or judgment. (2.4.2) 	<ul style="list-style-type: none"> Synthesizes some information to make a generalization that may demonstrate a deep understanding of the text. (2.4.2) Attempts to make inferences about the content events, characters or common themes. (2.4.2) Uses some details and/or references to text, but may not be relevant citations to support focus or judgment. (2.4.2) 	<ul style="list-style-type: none"> Does not synthesize information to make a generalization. (2.4.2) Neglects to make inferences about the content, events, characters or common themes. (2.4.2) Does not use details and/or references to text. (2.4.2)
Organization	<ul style="list-style-type: none"> Effectively states and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) Skillfully organizes ideas using transition words and phrases. (2.4.2) Writes a clear conclusion that provides closure. (2.4.2) 	<ul style="list-style-type: none"> States and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) Organizes ideas using transition words and phrases. (2.4.2) Writes a conclusion that provides closure. (2.4.2) 	<ul style="list-style-type: none"> Attempts to state and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) Organizes some ideas using transition words and phrases. (2.4.2) Writes a conclusion, but may not provide closure. (2.4.2) 	<ul style="list-style-type: none"> Neglects to state and maintain a focus. (2.4.2) Does not organize ideas using transition words and phrases. (2.4.2) Does not include a conclusion. (2.4.2)

Respondi.to LitGrades4 and 5 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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Voice	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose to engage the reader and increase the understanding of the text. (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 text. (2.6.1) 	<ul style="list-style-type: none"> Uses specific and relevant details and language, appropriate to purpose, to understand the text. (2.6.1) 	<ul style="list-style-type: none"> Uses some relevant language appropriate to the text. (2.6.1) 	<ul style="list-style-type: none"> Uses language that is not appropriate to the text. (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. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<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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