

### TTSD Fourth Grade Informative/Explanatory Writing Rubric

Scoring Guide	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Advanced)
<b>Focus</b> CCSS*: W-2	<b>*Responds to some or no</b> parts of the prompt <b>*Demonstrates little or no</b> understanding of the topic	<b>*Responds to most</b> parts of the prompt <b>*Demonstrates limited</b> understanding of the topic	<b>*Responds to all</b> parts of the prompt <b>*Demonstrates</b> an understanding of the topic	<b>*Responds skillfully</b> to all parts of the prompt <b>*Demonstrates a strong</b> understanding of topic
<b>Organization</b> CCSS: W-2a W-2c W-2e W-4	<b>*Does not organize</b> ideas and information coherently due to <b>lack of paragraph structure</b> and/or a missing introduction, body, or conclusion related to the information or explanation presented <b>*Does not group</b> related information together <b>*Uses little to no</b> linking words	<b>*Organizes</b> ideas and information in an <b>attempted paragraph structure</b> that includes a sense of introduction, body, and conclusion related to the information or explanation presented <b>*Grouping</b> of ideas <b>lacks</b> cohesion (e.g., list-like, rambling, or repetitive) <b>*Attempts to use</b> some <b>simplistic</b> linking words to connect ideas	<b>*Organizes</b> ideas and information <b>clearly</b> into <b>logical</b> introductory, body, and concluding statement or section related to the information or explanation presented <b>*Groups</b> related information into paragraphs or sections, including formatting (e.g., headings) <b>*Uses</b> linking words and phrases <b>appropriately</b> to connect ideas within categories of information	<b>*Organizes</b> ideas and information into <b>purposeful</b> , coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion <b>*Logically groups</b> related information into paragraphs or sections, including formatting <b>*Uses</b> linking words, phrases, and clauses <b>skillfully</b> to connect ideas within categories of information
<b>Support/Evidence</b> CCSS: W-2b W-2d W-8 W-9b RIT-1	<b>*Uses little to no</b> relevant or sufficient information from a variety of experiences and/or from a variety of print and digital sources. <b>*Does not support</b> topic with facts, details, and/or reasons related to the topic	<b>* Uses some relevant</b> information from a variety of experiences and/or from a variety of print and digital sources. <b>*Develops</b> the topic with <b>limited</b> facts, definitions, concrete details, quotations, or other information and examples related to the topic	<b>* Uses relevant and substantial</b> information from a variety of experiences and/or from a variety of print and digital sources <b>*Develops</b> the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	<b>*Skillfully uses relevant and substantial</b> information from a variety of experiences and/or from a variety of print and digital sources and integrates the sources to support the central ideas <b>*Develops</b> the topic with <b>well-integrated</b> facts, definitions, concrete details, quotations, or other information and examples related to the topic
<b>Language-Grammar and Usage</b> CCSS: L-1 L-2 W-2d	<b>*Does not</b> demonstrate sentence structure mastery <b>*Demonstrates limited understanding</b> of grade level appropriate conventions, and errors interfere with the meaning <b>*Uses basic</b> language and <b>little to no</b> domain-specific vocabulary to inform about or explain the topic	<b>*Uses some</b> repetitive yet correct sentence structure <b>*Demonstrates some</b> grade level appropriate conventions, but <b>errors may interfere</b> with the readability <b>*Uses common</b> language and <b>limited</b> domain-specific vocabulary to inform about or explain the topic	<b>*Uses correct and varied</b> sentence structures <b>*Demonstrates grade level appropriate</b> conventions; <b>errors are minor and do not interfere</b> with readability <b>*Uses a broad range of grade level appropriate</b> language and domain-specific vocabulary to inform about or explain the topic	<b>*Uses purposeful and varied</b> sentence structures <b>*Demonstrates creativity and flexibility</b> when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability <b>*Uses strategically and effectively above-grade level</b> language and vocabulary to inform or explain the topic

\*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “RIT” = Reading-Informational Text; “L” =Language Strand)