GCPS 4th Grade <u>Informational</u> Writing Rubric

Domain	Does Not Meet		Meets	Exceeds	
	1 **(Does Not Meet)**	**2** **(Almost Meets)**	**3**	**4**	**5**
Ideas The degree to which the writer establishes a focus and develops the topic with examples, facts, and details.	• Topic is unclear • No evidence of an introduction • Very little evidence to support the topic	• Begins to write on a topic or idea • Introduction is unclear • Begins to support with facts or details • Begins to recall information from experiences or other sources	• Writes informative/explanatory texts to examine a topic and convey ideas and information clearly **(GCPSCC 23)** • Introduces a topic clearly **(GCPSCC 23a)** • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic **(GCPSCC 23b)** • Recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information, and provides a list of sources **(GCPSCC 29)**	• Focuses to clearly develop informative/explanatory texts to thoroughly examine a topic • Effectively introduces the topic • Skillfully develops the topic with facts, definitions, concrete details, quotations, or other information related to the topic • Explains how relevant information supports the topic	**All level 4 criteria consistently demonstrated throughout the entire piece.**
Organization The degree to which the opinion and ideas are developed in a clear order.	• Little or no evidence of organization • Very little evidence of grouping information • Does not attempt to use linking words • No evidence of a conclusion • No planning evident	• Choppy organization • Begins to group related information • Evidence of some linking words • Vague or inappropriate conclusion • Incomplete planning	• Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(GCPSCC 25)** • Groups related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension **(GCPSCC 23a)** • Links ideas within categories of information using words, phrases (e.g., another, for example, also, because) **(GCPSCC 23c)** • Provides a concluding statement or section related to the topic **(GCPSCC 23f)** • Reflects planning	• Designs an organizational structure in which related ideas are logically grouped to support the writer's purpose • Effectively uses linking words, phrases, and clauses to group related information, paragraphs, and sections • Provides an effective concluding statement or section related to the stated topic • Reflects thoughtful planning	**All level 4 criteria consistently demonstrated throughout the entire piece.**
Style The degree to which the writer uses language to capture the reader's interest.	• Basic language used throughout the piece • Word choice is repetitive and uninteresting • Produces simple sentences	• Mixture of basic and interesting language • Begins to experiment with interesting words • Begins to vary sentence structure	• Chooses language and tone appropriate to task, purpose, and audience **(GCPSCC 25)** • Word choice engages the audience **(GCPSCC 41, 42)** • Accurately uses grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being **(GCPSCC 43)** • Produces complete simple, compound, and complex sentences without fragments or run-ons **(GCPSCC 38g)** • Uses punctuation for effect **(GCPSCC 40b**	• Purposefully chooses language and tone appropriate to the audience and purpose • Word choice engages the audience throughout the piece • Use grade-appropriate general academic and domain-specific words and phrases, vocabulary, including those that signal contrast and other logical relationships • Uses a variety of simple, compound, and complex sentences effectively	**All level 4 criteria consistently demonstrated throughout the entire piece.**
Conventions The degree to which the writer demonstrates control of sentence formation, usage, and mechanics.	<u>Frequent</u> errors in: • Handwriting • Grammar and usage • Capitalization, punctuation, and spelling	<u>Some</u> errors in: • Handwriting • Grammar and usage • Capitalization, punctuation, and spelling	• Document is neat and legible **(GCPSCC 37)** • Demonstrates command of the conventions of standard English grammar and usage when writing **(GCPSCC 37)** • Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing **(GCPSCC 38)**	• Document is neat and legible in its entirety • <u>Consistently</u> demonstrates command of the conventions of standard English grammar and usage when writing • <u>Consistently</u> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	**All level 4 criteria consistently demonstrated throughout the entire piece.**

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