

Note for Teachers:

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for every indicator.
- For students who attempted to write but may not have included some indicators (i.e. forgot to include a topic sentence), a 1 would be awarded for the specific indicators, as described in the scoring guide.
- A score of "proficient" indicates that the student has met the standard of what is expected for this grade level.
- A score of "above proficient" indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.

Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.



Fourth Grade Opinion Writing Rubric Scoring Guide

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
Introduction	Topic W.4.1a	Student has introduced a well-developed (detailed) topic or text.	Student has clearly introduced the topic or text.	Student has introduced a topic or text that is not clearly stated.	Student has not introduced a topic or text
	Opinion Statement W.4.1a	Student has stated a well-developed (detailed) opinion about the topic or text.	Student has stated an opinion that clearly matches the topic or text.	Student has stated an opinion that does not match the topic or text.	Student has not stated an opinion about the topic or text.
Body	Reasons W.4.1b	Student has written several well-developed (detailed) reasons supported by facts and details.	Student has written more than one reason for the opinion and is supported by facts and details.	Student has written one reason for the opinion.	Student has not written reasons for the opinion
	Linking Words W.4.1c	Student has consistently used linking words or phrases to connect reasons with opinion.	Student has used linking words or phrases to connect reasons and opinion.	Student has used one linking word or phrase that connects reason and opinion.	Student has not used linking words or phrases
	Organizational Structure W.4.1a	Student has created a highly organized structure (introduction, body, and conclusion) in which details are in a logical order and support the purpose.	Student has created an organized structure (introduction, body, and conclusion) in which details are in a logical order and support the purpose.	Student has attempted to organize the structure; ideas may not be grouped to support the purpose or appear in a logical order.	Student has not organized the ideas.
Conclusion	Conclusion W.4.1d	Student has provided a well-developed (detailed) concluding statement or section.	Student has provided a related concluding statement or section.	Student has provided a partially related concluding statement or section.	Student has not provided a related concluding statement or section.
Language Conventions L.4.2		Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language convention (capitalization, punctuation, spelling) correctly.	Student has used some language conventions (capitalization, punctuation, spelling) correctly.	Student has not used language conventions (capitalization, punctuation, spelling) correctly.

* Score 0 for every indicator if the student has not made any attempt at writing



Fourth Grade Informative/Explanatory Writing Rubric Scoring Guide

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
Introduction	Introduction W.4.2a	Student has clearly introduced the topic with additional insight.	Student has clearly introduced the topic.	Student has not clearly introduced the topic.	Student has not introduced the topic.
	Topic Development W.4.2b	Student has developed the topic with additional insight using facts, definitions, details, quotations or other information and examples.	Student has developed the topic using facts, definitions, details, quotations, or other information and examples.	Student has developed the topic with one fact, definition, detail, quotation, or example.	Student has not developed the topic.
Body	Grouping Information W.4.2a	Student has clearly grouped related information together in paragraphs or sections (including illustrations, formatting and multimedia when useful) while addressing the prompt.	Student has grouped related information together in paragraphs or sections (including illustrations, formatting and multimedia when useful) while addressing the prompt.	Student has not clearly grouped related information together or clearly addressed the prompt.	Student has not grouped related information together.
	Linking Words W.4.2c	Student has consistently linked ideas within categories of information using a variety of words and phrases.	Student has linked more than one idea within categories of information using words and phrases.	Student has linked one idea within categories of information.	Student has not linked ideas together with words or phrases.
	Domain Specific Vocabulary W.4.2d	Student has demonstrated a highly developed use of precise language and domain specific vocabulary to inform and explain the topic.	Student has used precise language and domain specific vocabulary to inform and explain the topic.	Student has attempted to use precise language and domain specific vocabulary.	Student has not used precise language and domain specific vocabulary.
Conclusion	Conclusion W.4.2e	Student has provided a well-developed concluding section or statement that is related to the topic.	Student has provided a concluding section or statement that is related to the topic.	Student has provided a partial concluding section or statement.	Student has not provided a concluding section or statement.
Language Conventions L.4.2		Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language convention (capitalization, punctuation, spelling) correctly.	Student has used some language conventions (capitalization, punctuation, spelling) correctly.	Student has not used language conventions (capitalization, punctuation, spelling) correctly.

* Score 0 for every indicator if the student has not made any attempt at writing



Fourth Grade Narrative Writing Rubric Scoring Guide

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
Beginning	Establish Situation W.4.3a	Student has established a real or imagined situation and consistently used effective technique and descriptive details.	Student has established a real or imagined situation using effective technique and descriptive details.	Student has partially established a real or imagined situation.	Student has not established a real or imagined situation.
	Narrator/Character W.4.3a	Student has introduced a narrator and/or character(s) with additional details.	Student has introduced a narrator and/or character(s).	Student has attempted to introduce a narrator and/or character(s) with limited information.	Student has not introduced a narrator and/or character(s).
Middle	Organization W.4.3a	Student has clearly organized the events into a meaningful sequence that unfolds naturally.	Student has organized the events into a meaningful sequence that unfolds naturally.	Student has attempted to organize the events sequentially with limited information.	Student has not organized the events sequentially.
	Dialogue and Descriptions W.4.3b	Student has used dialogue and additional details to develop experiences and events.	Student has used dialogue and/or descriptions to develop experiences and events.	Student has made an unclear attempt to provide dialogue and/or descriptions.	Student has not used dialogue and/or description.
	Transitional Words W.4.3c	Student has consistently used transitional words or phrases to manage the sequence of events.	Student has used more than one transitional word or phrase to manage the sequence of events.	Student has used one transitional word or phrase.	Student has not used transitional words or phrases.
	Concrete Words and Sensory Details W.4.3d	Student has consistently used a variety of concrete words, phrases and sensory details to convey experiences and events precisely.	Student has used more than one concrete word, phrase and sensory detail to convey experiences and events precisely.	Student has used one concrete word, phrase or sensory detail.	Student has not used concrete words, phrases or sensory details.
End	Conclusion W.4.3e	Student has provided a well-developed conclusion that is related to the experiences and events of the story.	Student has provided a conclusion that is related to the experiences and events of the story.	Student has provided a partial conclusion.	Student has not provided a conclusion.
Language Conventions L.4.2		Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation, and spelling) correctly.	Student has used some language conventions (capitalization, punctuation, and spelling) correctly.	Student has not used language conventions correctly.

* Score 0 for every indicator if the student has not made any attempt at writing

