4th Grade Writing

Purpose

 The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

4th Grade Writing

Statement	Exceeds	Secure	Developing	Beginning
Considers purpose and audience when prewriting	Uses writing from a student generated prewriting strategy in which the development and organization are appropriate to task, purpose, and audience	Uses prewriting strategy to organize for a specific audience and purpose	Uses prewriting strategy to organize for a specific audience or purpose; does not consider both; or does not use an effective prewriting strategy	Writes for no purpose or audience; does not use prewriting strategies
Revises to strengthen writing	Strengthens writing piece independently	Uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece; does not revise independently to strengthen own writing piece	Changes writing piece by editing spelling, punctuation, and grammar and does not take suggestions to alter writing from peers or teacher
Edits for grade level conventions	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) to create a stronger piece of writing	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) and uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece; does not edit independently to strengthen own writing piece	Does not edit or use peer / teacher suggestions
Uses technology to publish a piece of writing	Uses student generated complex technology source to publish and produce writing	Produces and publishes a one page piece of writing in one sitting to interact and collaborate with others using the Internet, possibly including blogs, wikis, twitter, powerpoint, etc.	Produces and publishes a one page piece of writing in multiple sittings to interact and collaborate with others using the Internet, possibly including blogs, wikis, twitter, powerpoint, etc.	Publishes a piece of writing using teacher-selected digital tools

Writes a response to text	Supports reflection, analysis, and research with multiple pieces of evidence from literary or informational texts AND provides multiple perspectives	Supports reflection, analysis, and research with multiple pieces of evidence from literary or informational texts	Supports reflection, analysis, or research with evidence from literary or informational texts	Writes reflection or analysis without evidence from literary or informational texts
Writes a narrative with a plot	Writes a narrative with a more detailed and intricately planned plot	Writes a narrative, real or imagined, with a plot using descriptive details and clear sequence of events.	Writes a narrative, real or imagined, with a plot; does not include either descriptive details or clear sequence of events	Writes a brief narrative that excludes multiple required parts: plot, descriptive details, and/or clear sequence of events
Writes an opinion piece on topics and texts with supporting reasons and information	Writes an opinion piece on topics and texts with supporting reasons and information providing reflection.	Writes an opinion piece on topics and texts with supporting reasons and information	Writes an opinion piece on topics or texts with limited supporting reasons or information	Writes an opinion piece on a topic or text without supporting reasons or information
Writes informative/explanatory piece including a topic and details	Writes an informative/explanatory text including facts from multiple resources and uses an appropriate text structure	Writes a structured informative/explanatory piece using main ideas and supporting details	Writes an informative/explanatory piece without connected main idea and supporting details	Writes an informative/explanatory piece without main idea and/or supporting details
Investigates to conduct short research projects	Conducts research projects, summarizing information from multiple sources, and uses relevant information from experiences (schema) to gain knowledge and draw conclusions on a topic	Conducts research projects summarizing information from multiple sources and uses relevant information from experiences (schema) to gain knowledge on a topic	Conducts research projects using information from a source and experiences (schema) to gain knowledge on a topic, collect notes, and organize information	Conducts research projects using information from a source and uses information from experiences (schema) to gain knowledge on a topic

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.