

SUSD CA Standards-Based Writing Assessment Rubric 4th Grade

4 = Exceeds Standard 3 = Meets Standard 2 = Below Standard 1 = Well Below Standard

4	<p>The writing . . .</p> <ul style="list-style-type: none"> a. Demonstrates a <i>clear</i> understanding of purpose (consider genre & prompt, if given) b. Maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate. c. Clearly presents a central idea with relevant facts, details, and/or explanations. d. Includes a <i>wide</i> variety of sentence types e. Contains <i>few, if any</i> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing. 	<p>The Narrative . . .</p> <ul style="list-style-type: none"> f. Provides a thoroughly developed sequence of significant events to relate ideas, observations, and/or memories g. Includes <i>vivid</i> descriptive language and sensory details that enable the reader to visualize the events or experiences <p>The Summary...</p> <ul style="list-style-type: none"> f. Is characterized by paraphrasing of the main idea(s) and significant details <p>The Response to Literature...</p> <ul style="list-style-type: none"> f. demonstrates a clear understanding of the literary work g. Provides effective support for judgments through specific references to text and prior knowledge <p>The Information Report</p> <ul style="list-style-type: none"> g. Focuses on an important central question on an issue or situation h. Includes many facts and details for focus i. Draws from more than many sources of information
3	<p>The writing . . .</p> <ul style="list-style-type: none"> a. Demonstrates a <i>general</i> understanding of purpose (consider genre & prompt, if given) b. Maintains a <i>mostly</i> consistent point of view, focus, and organizational structure, including paragraphing when appropriate. c. Presents a central idea with mostly relevant facts, details, and/or explanations. d. Includes a variety of sentence types e. Contains <i>some</i> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing. 	<p>The Narrative . . .</p> <ul style="list-style-type: none"> f. Provides an adequately developed sequence of significant events to relate ideas, observations, and/or memories g. Includes <i>some</i> descriptive language and sensory details that enable the reader to visualize the events or experiences <p>The Summary...</p> <ul style="list-style-type: none"> f. Is characterized by paraphrasing of the main idea(s) and significant details <p>The Response to Literature...</p> <ul style="list-style-type: none"> h. demonstrates an understanding of the literary work i. Provides some support for judgments through specific references to text and prior knowledge <p>The Information Report</p> <ul style="list-style-type: none"> g. Focuses on an issue or situation h. Includes facts and details for focus i. Draws from more than one source of information
2	<p>The writing . . .</p> <ul style="list-style-type: none"> a. Demonstrates <i>little</i> understanding of purpose (consider genre & prompt, if given) b. Maintains an <i>inconsistent</i> point of view, focus, and/or organization structure c. <i>Suggests</i> a central idea with limited facts, details/ and/or explanations d. Includes little variety in sentence types e. Contains <i>several</i> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing. 	<p>The Narrative . . .</p> <ul style="list-style-type: none"> f. Provides a minimally developed sequence of significant events to relate ideas, observations, and/or memories g. Includes <i>limited</i> descriptive language and sensory details that enable the reader to visualize the events or experiences <p>The Summary...</p> <ul style="list-style-type: none"> f. Is characterized by substantial copying of key phrases and minimal paraphrasing. <p>The Response to Literature...</p> <ul style="list-style-type: none"> j. demonstrates a limited understanding of the literary work k. Provides a weak support for judgments through specific references to text and prior knowledge <p>The Information Report</p> <ul style="list-style-type: none"> g. Attempts to focus on an issue or situation h. Includes few facts and details for focus i. Draws from only one source of information
1	<p>The writing . . .</p> <ul style="list-style-type: none"> a. Demonstrates <i>no</i> understanding of purpose (consider genre & prompt, if given) b. <i>Lacks</i> a clear point of view, focus, and/or organizational structure c. <i>Lacks</i> a central idea but may contain <i>marginally related</i> facts, details, and/or explanations d. Includes <i>no</i> sentence variety e. Contains <i>serious</i> errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing. 	<p>The Narrative . . .</p> <ul style="list-style-type: none"> f. Lacks sequence of significant events to relate ideas, observations, and/or memories g. Lacks descriptive language and sensory details that enable the reader to visualize the events or experiences <p>The Summary...</p> <ul style="list-style-type: none"> f. Is characterized by substantial copying of indiscriminately selected phrases or sentences <p>The Response to Literature...</p> <ul style="list-style-type: none"> l. Demonstrates little understanding of the literary work m. Fails to provide support for judgments <p>The Information Report</p> <ul style="list-style-type: none"> g. Fails to focus on an issue or situation h. Includes no facts and details for focus i. No evidence that information sources were used