DRAFT 5-pointCommon Core Informative/Explanatory Writing Rubric Grade 4 (6-2-10) (For on-demand writing.)

CC Anchor Standards	5 Exceeds the Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**2. The response is an informative/explanatory text that effectively examines a topic and conveys ideas and information quite clearly.** **a**. The response skillfully **introduces** a topic clearly, capably groups related information in paragraphs and sections (**organization**), and includes well-crafted formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **b**. The response **develops** the topic especially well with relevant facts, definitions, concrete details, quotations, or other information and examples related to the	**2. The response is an informative/explanatory text that examines a topic and conveys ideas and information clearly.** **a**. The response **introduces** a topic clearly, groups related information in paragraphs and sections (**organization**), and includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **b**. The response **develops** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the	**2. The response is an informative/explanatory text that in general examines a topic acceptably and conveys ideas and information relatively clearly.** **a**. The response in general **introduces** a topic clearly, groups related information in paragraphs and sections (**organization**) reasonably well, and includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **b**. The response for the most part satisfactorily **develops** the topic with facts, definitions, details, quotations, or other information and	**2. The response is an informative/explanatory text that somewhat acceptably examines a topic and conveys ideas and information.** **a**. The response **introduces** a topic somewhat clearly, groups mostly related information in paragraphs and sections (**organization**), and includes some formatting (e.g., headings), illustrations, and multimedia that might be useful to aiding comprehension. **b**. The response partially **develops** the topic with some facts, definitions, details, quotations, or other information and examples related to the topic.	**2. The response is an informative/explanatory text that minimally examines a topic and lacks clarity in conveying ideas and information.** **a**. The response minimally **introduces** the topic, lacks clarity, and groups related information illogically (**organization**), neglecting formatting (e.g., headings), illustrations, and multimedia that might be useful to aiding comprehension. **b**. The response weakly **develops** the topic with few if any facts, definitions, details, quotations, or other information and examples related to the

	topic.	topic.	examples related to the topic.		topic.
Appendix 2g1	**c**. The response skillfully links ideas within and across categories of information using precise, appropriate, and varied words and phrases (e.g., *another, for example, also, because*). (**transitions**)	**c**. The response links ideas within and across categories of information using words and phrases (e.g., *another, for example, also, because*). (**transitions**)	**c**. The response links ideas within and across categories of information in a generally successful manner, typically using appropriate words and phrases-(e.g., *another, for example, also, because*). (**transitions**)	**c**. The response links ideas within and across categories of information in a partially successful manner, sometimes using connecting words and phrases (e.g., *another, for example, also, because*) with limited success. (**transitions**)	**c**. The response rarely links ideas within and across categories of information and uses few if any connecting words and phrases (e.g., *another, for example, also, because*). (**transitions**)
	d. The response uses exceptionally **precise language** and well-chosen **domain-specific vocabulary** to inform about or explain the topic. (**word choice**)	**d**. The response uses **precise language** and **domain-specific vocabulary** to inform about or explain the topic. (**word choice**)	**d.** The response uses generally effective **precise language** and **domain-specific vocabulary** to inform about or explain the topic. (**word choice**)	**d.** The response usually uses somewhat satisfactory **precise language** and some **domain-specific vocabulary** to inform about or explain the topic. (**word choice**)	**d**. The response uses little or no **precise language** or **domain-specific vocabulary** to inform about or explain the topic. (**word choice**)
4. Produce clear and coherent writing in which the	**e**. The response provides a well-crafted **concluding** statement or section related to the information or explanation presented. **4. The response, for the most part, provides especially clear and coherent writing in which the**	**e**. The response provides a **concluding** statement or section related to the information or explanation presented. **4. The response, for the most part, successfully provides**	**e**. The response provides a generally effective **concluding** statement or section related to the information or explanation presented. **4. The response, for**	**e**. The response provides a partially effective **concluding** statement or section related to the information or explanation presented. **4. The response**	**e**. The response provides an ineffective or no **concluding** statement or section related to the information or explanation presented. **4. The response**

development, organization, and style are appropriate to task, purpose, and audience.	development and organization are appropriate to task, purpose, and audience.	clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	the most part, satisfactorily provides clear and coherent writing in which the development and organization are basically appropriate to task, purpose, and audience.	provides partially clear and coherent writing in which the development and organization are somewhat appropriate to task, purpose, and audience.	provides unclear writing that lacks coherence and in which the development and organization are inappropriate to task, purpose, and audience.