

Writing Rubrics: Grade 4

Rubric assumes an increasing level of skill applications between grade levels.

WRITING ABOUT A TOPIC		
4WRTTOPIC Student write short stories or compositions on a single topic using complete sentences and paragraphs.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write an organized, focused, two paragraph composition or story with a topic sentence, supporting details, and a concluding statement. b. organize ideas logically by using transitional words and/or phrases between paragraphs. (e.g. although, however, next, finally, etc.) c. apply strategies to plan for writing. (e.g. webbing, drawing, lists, outlines.) The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes a paragraph on a single topic with supporting details. • employs basic logic and uses conjunctions as transition words. (e.g. but, and, so, etc.) • applies an assigned writing strategy to plan for writing. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference
 e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Writing

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
4WRTFIC Student writes fiction for a variety of purposes and audiences.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write a story incorporating characters, setting, problem and solution. b. use expressive language when responding to or producing text. (e.g. writer’s notebook, memoirs, poetry, plays, or lyrics.) The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes a story with basic characters and setting. • uses basic expressive language when responding to or producing text. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
4WRTNONFC Student writes nonfiction for a variety of purposes and audiences.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ul style="list-style-type: none"> a. write using the appropriate non-fiction form for audience and purpose, using topic specific information and structure (i.e. personal letters, recounts, descriptions, observations, reading responses). b. use expressive language when responding to or producing text. (e.g. reports, content area notebooks, letters, lists, etc.). c. use text features (e.g. diagrams, charts, or illustrations with captions, timelines, headings). <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • writes using a basic non-fiction form for a given audience and purpose. • uses basic expressive language when responding to or producing text. • uses basic text features. (e.g. labels, titles, drawings) <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Writing

USING STRUCTURES and CONVENTIONS	
4STRCONED Student writes and edits using a variety of sentence structures and grade-appropriate spelling, capitalization, and punctuation.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write a variety of sentences using conjunctions. (i.e. simple and complex sentences). b. identify and correct mistakes in spelling (e.g. grade appropriate high frequency words and contractions) c. identify and correct mistakes in punctuation (i.e. end of sentences, commas in dates, salutations and closings in letters, and commas in series). d. identify and correct mistakes in capitalization. (i.e. book titles, beginning of sentences, proper nouns). The student exhibits no major errors or omissions.
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes basic sentences. • identifies mistakes in spelling, punctuation, and capitalization. However, the student exhibits major errors or omissions with Level 3.
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

USING STRUCTURES and CONVENTIONS		
4STRCONGR Student writes using standard English grammar.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will correctly use in their writing: a. parts of speech (e.g. nouns, verbs, adjectives, adverbs) sentence types. (e.g. simple, complex, and compound). b. subject/verb agreement within sentences. (e.g. verb tense) The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student will use in their writing: <ul style="list-style-type: none"> • basic parts of speech • simple kinds of sentences • subject/verb agreement within simple sentences. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

USING STRUCTURES and CONVENTIONS		
4STRCONCURS Student writes legibly in cursive.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. write legibly in cursive. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: • rewrites work in legible cursive. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 4 - Writing

REVISING	
4REVISE Student revises for the qualities of effective writing, including, detail, clarity, and organization.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. rearrange and/or add supporting details to improve focus and support main idea. b. use the qualities of effective writing (e.g. conventions, fluency, ideas, organization, voice and word choice) to plan, confer, and revise writing with others. The student exhibits no major errors or omissions.
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • rearranges and add basic supporting details to improve clarity. • uses basic qualities of effective writing but not all, to plan, confer, and revise writing. However, the student exhibits major errors or omissions with Level 3.
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
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Pilot teachers often use conferences to use this rubric. Students are asked to revise in a different color.

USING WRITING RESOURCES		
4WRTRES Student uses various resources when writing and documents such use as appropriate.		
Grade 4		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. give credit for others’ information by citing title and source (e.g. author, storyteller, translator, songwriter, or artist). b. look up spelling or definitions of words. (e.g. dictionaries, spell-check, glossaries, or a thesaurus). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • gives credit for others’ information by citing title and/or author. • looks up basic spelling or definitions of words. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
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WORD STUDY and SPELLING	
4WS.SPELL Student shows understanding of weekly word study, concepts, and spelling rules.	
Grade 4	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. uses strategies for improving spelling (e.g., word wall, personal dictionaries, peer and teacher support). b. spell grade-level appropriate and high frequency words correctly. c. apply weekly word study concepts and spelling rules in daily writing. <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • uses a given strategy for improving spelling. • spells some grade-level appropriate high frequency words correctly. • shows understanding, but limited application, of weekly word study, concepts, and spelling rules. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
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