

SJUSD– Informational/Expository Text-Based Rubric, Grade 4

	4 (Exceeds Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)	Score
Focus CCSS*: >>>> W – 2a >>>> W – 4	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Introduces a topic clearly, provides a general observation and focus 	<ul style="list-style-type: none"> Responds to all parts of the prompt Introduces a topic clearly and demonstrates an understanding of topic/text by teaching different things 	<ul style="list-style-type: none"> Responds to most parts of the prompt Simplistically introduces a topic and/or demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt/ off topic Does not introduce a topic and/or demonstrates little to no understanding of the topic 	Q1 ____
Organization CCSS: >>>> W – 2a >>>> W – 2c >>>> W – 2e >>>> W – 4	<ul style="list-style-type: none"> Groups related information logically; includes formatting (e.g., headings) and illustrations Links ideas within and across categories of information using words, phrases and clauses (e.g., <i>in contrast, especially</i>) Provides a concluding statement or section related to the information or explanation presented Uses a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Groups related information in paragraphs and sections; includes formatting (e.g., headings) and illustrations Links ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>) Provides a concluding statement or section related to the information or explanation presented Uses a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Attempts to group related information; simplistically includes formatting and illustrations Uses linking words to simplistically connect ideas within categories of information Attempts to provide a concluding statement Attempts to use a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Does not group related information; does not include formatting and/or illustrations Ideas are not connected Does not provide a concluding statement or section Does not use a multi-paragraph structure within sections 	Q2 ____
Information Craft CCSS: >>>> W – 2b >>>> W – 2d >>>> W – 4 >>>> W – 8 >>>> W – 3a >>>> W – 5c >>>> W – 6	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic Conveys information by blending storytelling, summarizing, and other genres as needed Utilizes precise language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Conveys information by using compare/contrast, cause/effect, or pro/con; includes diagrams, charts, headings, bold words, and definition boxes Utilizes precise language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples Attempts to give information by using compare/contrast, cause/ effect, or pro/con; simplistically includes diagrams, charts, headings, bold words, or definition boxes Utilizes some precise language and/or domain specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Uses few to no facts, definitions, details, quotations, or other information Does not convey information and/or does not include diagrams, charts, headings, bold words, or definition boxes Does not utilize precise language or domain-specific vocabulary 	Q3 ____
Language CCSS: >>>> L – 1 >>>> L – 2	<ul style="list-style-type: none"> Purposefully uses varied sentence structures, including simple, compound, and complex sentences to help readers take in and understand the information Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability 	<ul style="list-style-type: none"> Uses varied sentence structures, including simple, compound, and complex sentences to develop a teaching tone Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor 	<ul style="list-style-type: none"> Attempts to use varied sentence structures, including simple, compound, and complex sentences that may develop a teaching tone Demonstrates some grade level appropriate conventions 	<ul style="list-style-type: none"> Does not use varied sentence structures with purpose Demonstrates limited understanding of grade level appropriate conventions 	Q4 ____

4 (Exceeds Grade Level)
15-16

3 (At Grade Level)
11-14

2 (Approaching Grade Level)
7-10

1 (Below Grade Level)
4-6

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CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “exceeds grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

RI= Reading – Informational Text

L=Language

Strand	3 rd	4 th	5 th
Language- Conventions of Grammar and Usage	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>
Language – Conventions of Capitalization, Punctuation, and Spelling	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules,</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>

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	meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		e. Spell grade-appropriate words correctly, consulting references as needed.
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