

# COMMON CORE ALIGNED WRITING RUBRICS

Includes both Teacher & Student Friendly Rubrics



**Reading  
Comprehension**

**Writing:  
Developing  
Ideas**

**Writing:  
Organization of  
Ideas**

**Language:  
Diction &  
Conventions**



## Grade 4

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# Thank You and Some Notes...

Thank you for purchasing Dr. Dea's PARCC Aligned Writing Rubric series. The rubric criteria are based on PARCC's Expanded Rubric for Analytic and Narrative Writing and the rubric descriptors are based on [PARCC Grade 3-5 Writing Evidence Tables](#) (2015). As such, they are aligned to the Common Core ELA/Literacy Standards and intended for use on all three types of Common Core writing: argument, informative/explanatory, and narrative.

Included in this packet is a four-point rubric based on [PARCC Grade 4-5 ELA/Literacy Scoring Rubric](#) (2015) and a student-friendly checklist for writing in each of the writing types: argument/opinion, inform/explain, and narrative. Teachers should carefully consider how to use rubric scale scores when assigning grades. Within the teacher rubric, Dr. Dea has included specific CCSS language from the writing standards as well as the grammar and usage standards for each grade. Using consistent language between the standards and the rubric connects specific composition elements that need to be taught and learned within classroom instruction. Elements provided are grade-specific and do not reflect standards expected to have been learned in previous grades.

## **Notations Regarding PARCC's Recent Rubric Update**

PARCC's draft assessment rubric (2013) was a single, generic rubric intended to evaluate all three writing forms (argument, informative, and narrative). In July 2014, the rubric was updated and the decision was made to separate the narrative rubric from analytic rubric (argument and inform/explain). Dr. Dea's rubric continues to use the single rubric approach by relying more heavily on language of the standards to delineate the writing format.

Note that in the rubric's description for scoring trait criteria, the distinction between the writing types is implied by the Common Core language of the descriptor. For instance, reasoning in the descriptor applies to opinion writing and comes directly from W.4.1b. "Provide reasons that support the opinion" (2010, p. 20). The reference to details and evidence can be attributed informative/explanatory writing and seen in W.4.2b. "Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic" (p. 20). References to narrative elements in the descriptor include those elements delineated in W.4.3a & b: establishing a situation, introducing a narrator or characters, sequencing of events, using dialogue, etc. (p.20).

If you have further questions about how to use the rubric or if you are looking for professional learning opportunities at your school for embedding reading and writing in daily practice, please email Dr. Dea: [dea@partnerinedu.com](mailto:dea@partnerinedu.com)

## **Resources:**

Common Core State Standards for English Language Arts and Literacy. (2010). National Governors Association Center for Best Practices and Council of Chief State School Officers.

[PARCC Grade 3-5 Writing Evidence Tables](#) (2015). Partnership for Assessment of Readiness for College and Careers.

**GRADE 4: TEACHER RUBRIC**

Criteria	Scale Score	Scale with Descriptors
<p><b>Reading</b> Comprehension of Key Ideas &amp; Details <i>Note: Type of textual evidence required is prompt specific</i></p>		<p>4: Full comprehension of complex ideas; accurate analysis of what text says explicitly and inferentially; explicit text references support analysis. 3: Comprehension of ideas; mostly accurate analysis of what text says explicitly and inferentially; text references support analysis. 2: Basic comprehension; generally accurate analysis; may reference the text 1: Limited comprehension of ideas; minimally/no textual analysis. 0: The response does not demonstrate any comprehension of the text.</p>
<p><b>Written Expression</b> Development of Ideas</p>		<p>4: On prompt; effective, comprehensive topic development and/or narrative elements; clear reasoning, details, and/or description; relevant text references; consistently appropriate to task, purpose, and audience. 3: On prompt; mostly effective development and/or narrative elements; developed reasoning &amp; relevant references, details, and/or description; appropriate to task. 2: On prompt; some development and/or narrative elements; limited reasoning/details/description; somewhat appropriate to task/purpose/ audience. 1: Minimal prompt development; limited appropriateness to task. 0: Undeveloped or inappropriate to task/purpose/audience.</p>
<p><b>Written Expression</b> Organization</p>		<p>4: Effective coherence and cohesion: sentence to sentence &amp; paragraph to paragraph; strong intro &amp; conclusion. Overall, well-structured. 3: Mostly clear organization/coherence and cohesive; introduction and conclusion. 2: Some organization attempted; weak overall impression of coherence; cohesion choppy; may/may not include a clear introduction and/or conclusion. 1: Limited organization although w/appearance of attempt at coherence &amp; cohesion. 0: Lacks organization; overall sense of randomness in organization.</p>
<p><b>Written Expression</b> Clarity of Language</p>		<p>4: Uses language well, perhaps cleverly; attends to disciplinary norms; strong use of concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. 3: Attends to disciplinary norms; sufficient use of concrete words &amp; phrases, sensory details, linking/transitional words/domain-specific vocabulary to clarify ideas. 2: Shows limited awareness of norms; limited use of descriptions, details, linking/transitional words, or domain-specific vocabulary to clarify ideas. 1: Shows little/no awareness of norms; lacks descriptions, details, transitions, or domain-specific vocabulary needed to clarify ideas. 0: Produces insufficient material for evaluation. <i>W.4.1c linking words: for instance, in order to, in addition; W.4.2.c linking words: another, for example, also, because</i></p>
<p><b>Writing</b> Knowledge of Language &amp; Conventions</p>		<p>4: Command of standard conventions; few minor errors; meaning clear throughout. 3: Inconsistent command of conventions; error patterns occasionally impede understanding. 2: Limited convention command; multiple distracting errors impede reader. 1: Little/no convention command; frequent/varied errors impede understanding. 0: Lack of command &amp; frequent distracting errors impede understanding <i>4<sup>th</sup> grade Grammar &amp; Usage Conventions L.4.1: Use relative pronouns and relative adverbs; form and use the progressive; use modal auxiliaries; order adjectives within sentences according to conventional patterns; form and use prepositional phrases; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly use frequently confused words.</i> <i>4<sup>th</sup> grade Capitalization, Punctuation &amp; Spelling Conventions L.4.2: Use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text; title words; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words correctly consulting references as needed.</i></p>

## 4<sup>th</sup> Grade Student Friendly Writing Checklist

Criteria	Descriptors		
<b>Reading</b>	<input type="checkbox"/> My writing shows I understood what I read and was able to apply and share that understanding. <input type="checkbox"/> My writing shows I really understood what I read; I reference the text in my writing. <input type="checkbox"/> My writing shows I tried to understand what I read; I reference the text in my writing. <input type="checkbox"/> My writing shows I don't understand what I read but I tried. <input type="checkbox"/> I didn't write about the information I read.		
	<b>Opinion</b>	<b>Informative</b>	<b>Narrative</b>
<b>Development of Ideas</b>	<input type="checkbox"/> I wrote an opinion on the topic the teacher asked me to write about. <input type="checkbox"/> I supported my opinion with reasons: facts and information to develop my reasons. <input type="checkbox"/> I gave two or more reasons for my opinion. <input type="checkbox"/> I wrote a conclusion that was related to my opinion. <input type="checkbox"/> I used two+ sources to gather information.	<input type="checkbox"/> I wrote about the topic. I didn't go off topic. <input type="checkbox"/> I developed the topic with two or more facts, definitions, examples, details, or quotations about my topic. <input type="checkbox"/> I added pictures to help the reader understand the information. <input type="checkbox"/> My conclusion is related to the information. <input type="checkbox"/> I used two+ sources to gather information.	<input type="checkbox"/> I opened the story with a situation. <input type="checkbox"/> I introduced a narrator or characters to tell the story. <input type="checkbox"/> The story developed a sequence of events. <input type="checkbox"/> I described what the characters did. <input type="checkbox"/> I described how the characters felt. <input type="checkbox"/> I used for characters talk.
<b>Organization</b>	<input type="checkbox"/> I introduced my topic or text in one sentence. <input type="checkbox"/> I stated my opinion in a separate sentence. <input type="checkbox"/> I provide reasons next. <input type="checkbox"/> I organized my writing into paragraphs: intro, body, and conclusion.	<input type="checkbox"/> I organized my writing into paragraphs: introduction, body paragraph(s), conclusion <input type="checkbox"/> I organized information in a way to help the reader: headings, illustrations, etc.	<input type="checkbox"/> I told my story in the order events happened. <input type="checkbox"/> My sentences led from one to the other. <input type="checkbox"/> I organized my writing into paragraphs: intro, events, and conclusion.
<b>Language: Word Choice</b>	<input type="checkbox"/> I used at least two of these phrases: for instance, in order to, in addition. <input type="checkbox"/> I used mature words and words appropriate to the topic.	<input type="checkbox"/> I used at least two of these words correctly: also, another, for example, because. <input type="checkbox"/> I used at least three descriptive words to develop the details.	<input type="checkbox"/> I used words showing how the sequence of events was related. <input type="checkbox"/> I used descriptive words to show how something or someone looks, moves or acts.
<b>Conventions</b>	<input type="checkbox"/> I checked my work: no errors. <input type="checkbox"/> I didn't check my work but don't think I have any errors. <input type="checkbox"/> I have many errors in grammar & spelling.	<input type="checkbox"/> I checked my work: no errors. <input type="checkbox"/> I didn't check my work but don't think I have any errors. <input type="checkbox"/> I have many errors in grammar & spelling.	<input type="checkbox"/> I checked my work: no errors. <input type="checkbox"/> I didn't check my work but don't think I have any errors. <input type="checkbox"/> I have many errors in grammar & spelling.