

Note for Teachers

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.
- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for every indicator.
- **A score of 3 (proficient) indicates that the student has met the standard of what is expected for this grade level.**
- A score of 4 (above proficient) indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.



4th Grade Opinion Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Topic W.4.1a	Student has clearly introduced a detailed topic or text.	Student has clearly introduced a topic or text.	Student has not clearly introduced a topic or text	Student has not introduced a topic or text.
2.	Opinion Statement W.4.1a	Student has clearly stated a detailed opinion about the topic or text using precise language.	Student has stated an opinion that clearly matches the topic or text.	Student has not clearly stated an opinion; or the opinion does not match the topic.	Student has not stated an opinion.
3.	Organizational Structure W.4.1a	Student has created a highly-organized structure in which details are logically grouped in multiple paragraphs and support the purpose.	Student has created an organizational structure in which details are in a logical order and support the purpose.	Student has attempted to organize the structure; ideas may not be grouped to support the purpose or appear in a logical order.	Student has not organized the ideas.
4.	Reasons W.4.1b	Student has written several well-developed reasons that defend their opinion with strong facts and details.	Student has written reasons for the opinion and has supported them with facts and details.	Student has written reasons for the opinion but has not supported them with facts and details.	Student has not written any reasons to support the opinion.
5.	Linking Opinion and Reasons W.4.1c	Student has consistently used a variety of words or phrases to appropriately link reasons with opinion.	Student has used words or phrases to appropriately link reasons with opinion.	Student has used minimal words or phrases to link reasons with opinion.	Student has not used words or phrases to link opinion and reasons.
6.	Conclusion W.4.1d	Student has provided a well-developed concluding section using details related to the opinion.	Student has provided a concluding statement or section related to the opinion.	Student has attempted to provide a related concluding statement or section.	Student has provided an unrelated conclusion or none at all.
7.	Language Conventions L.4.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation or spelling) correctly.	Student has used some language conventions (capitalization, punctuation or spelling) correctly.	Student has not used language conventions (capitalization, punctuation or spelling) correctly.

* Score 0 if the student has not made any attempt at writing.



4th Grade Opinion Writing Rubric

Writing Standards: W.4.1.a,b,c,d	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have clearly introduced a topic or text	4	3	2	1	
2. I have stated an opinion about the topic or text.	4	3	2	1	
3. I have created an organizational structure where my ideas are grouped to support my purpose.	4	3	2	1	
4. I have written reasons for my opinion that are supported by facts and details.	4	3	2	1	
5. I have used words and phrases to link my opinion and reasons.	4	3	2	1	
6. I have written a concluding statement or section related to my opinion	4	3	2	1	

Language Standard: L.4.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	



4th Grade Informative/Explanatory Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Introduction W.4.2a	Student has clearly introduced the topic with additional insight.	Student has clearly introduced the topic.	Student has not clearly introduced the topic.	Student has not introduced the topic.
2.	Grouping Information W.4.2a	Student has clearly grouped related information together in paragraphs sections (including illustrations, formatting and multimedia when useful).	Student has grouped related information together in paragraphs or sections (including illustrations, formatting and multimedia when useful).	Student has not clearly grouped related information together or clearly addressed the topic.	Student has not grouped related information together.
3.	Topic Development W.4.2b	Student has developed the topic using facts, definitions, details, quotations, and additional information and examples that enhance the information for the reader.	Student has developed the topic using facts, definitions, details, quotations, or other information and examples.	Student has developed the topic with limited facts, definitions, details, quotations, or examples.	Student has not developed the topic.
4.	Linking Ideas W.4.2c	Student has consistently linked ideas within categories of information using a variety of words and phrases.	Student has linked ideas within categories of information using words and phrases.	Student has used limited words or phrases to link idea within categories of information.	Student has not linked ideas together with words or phrases.
5.	Domain Specific Vocabulary W.4.2d	Student has demonstrated a highly-developed use of precise language and domain-specific vocabulary to inform about or explain the topic.	Student has used precise language and domain-specific vocabulary to inform about or explain the topic.	Student has attempted to use precise language and domain-specific vocabulary.	Student has not used precise language and domain-specific vocabulary.
6.	Conclusion W.4.2e	Student has provided a well-developed concluding section using details related to the topic.	Student has provided a concluding statement or section related to the topic.	Student has attempted to provide a related concluding statement or section.	Student has provided an unrelated conclusion or none at all.
7.	Language Conventions L.4.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation or spelling) correctly.	Student has used some language conventions (capitalization, punctuation or spelling) correctly.	Student has not used language conventions (capitalization, punctuation or spelling) correctly.

* Score 0 if the student has not made any attempt at writing.



4th Grade Informative/Explanatory Writing Rubric

Writing Standards: W.4.2.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have clearly introduced a topic.	4	3	2	1	
2. I have grouped related information together in paragraphs and sections.	4	3	2	1	
3. I have developed the topic with related facts, definitions, details, quotations or other information and examples.	4	3	2	1	
4. I have linked ideas using words and phrases	4	3	2	1	
5. I have used precise language and domain-specific vocabulary.	4	3	2	1	
6. I have written a related concluding statement or section.	4	3	2	1	

Language Standard: L.4.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	



4th Grade Narrative Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Situation/ Character W.4.3a	Student has clearly established a real or imagined situation through details of setting and/or background information as well as introducing and developing dynamic narrators and/or characters.	Student has oriented the reader by establishing a situation and introducing a narrator and/or characters.	Student has attempted to orient the reader by establishing a situation and introducing a narrator/characters but lacks details to make it clear.	Student has not oriented the reader to the situation or narrator/characters.
2.	Organization W.4.3a	Student has clearly organized the events into a meaningful sequence that unfolds naturally.	Student has organized the events into a sequence that unfolds naturally.	Student has attempted to organize the events sequentially with limited information.	Student has not organized the events sequentially.
3.	Dialogue and Descriptions W.4.3b	Student has clearly and consistently used dialogue and additional details to develop experiences and events or show the responses of characters to situations.	Student has used dialogue and/or descriptions to develop experiences and events or show the responses of characters to situations.	Student has made an unclear attempt to use dialogue and/or descriptions or show the responses of characters to situations.	Student has not used dialogue and/or description.
4.	Temporal Words W.4.3c	Student has thoughtfully used transitional words or phrases to manage the sequence of events that lead the reader easily through the story.	Student has used a variety of transitional words and phrases to manage the sequence of events.	Student has used some transitional words or phrases.	Student has not used transitional words or phrases.
5.	Concrete Words and Sensory Details W.4.3d	Student has consistently used a variety of concrete words, phrases and sensory details to convey experiences and events precisely.	Student has used concrete words, phrases or sensory details to convey experiences and events precisely.	Student has used some concrete words, phrases or sensory details.	Student has not used concrete words, phrases or sensory details.
6.	Conclusion W.4.3e	Student has provided a well-developed conclusion that is related to the experiences and events of the story.	Student has provided a conclusion that is related to the experiences and events of the story.	Student has provided a partial conclusion.	Student has not provided a conclusion.
7.	Language Conventions L.4.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation or spelling) correctly.	Student has used some language conventions (capitalization, punctuation or spelling) correctly.	Student has not used language conventions (capitalization, punctuation or spelling) correctly.

* Score 0 if the student has not made any attempt at writing.



4th Grade Narrative Writing Rubric

Writing Standards: W.4.3.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have oriented the reader by establishing a situation and introducing a narrator or characters.	4	3	2	1	
2. I have organized an event sequence that unfolds naturally.	4	3	2	1	
3. I have used dialogue and description to develop situations or character responses.	4	3	2	1	
4. I have used transitional words and phrases to sequence events.	4	3	2	1	
5. I have used concrete words, phrases, and sensory details to convey experiences precisely.	4	3	2	1	
6. I have written a related conclusion.	4	3	2	1	

Language Standard: L.4.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

