

Literature and Informational Essay 12 points Scoring Rubric

Strand Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Text	The student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly.	The student response provides mostly accurate analysis of what the text says explicitly and references the text.	The student response may reference the text inferentially, and demonstrates limited comprehension of the central ideas expressed in the text(s).	The student response does not demonstrate comprehension of the ideas expressed in the text(s).
Writing Written Expression Development of Ideas	The student response addresses the prompt and shows effective development of the topic and/or narrative/informational elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.	The student response addresses the prompt and shows some development of the topic and/or narrative/informational elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task and purpose.	The student response makes reference to the topic of the prompt and develops the topic and/or narrative elements, minimally by using limited reasoning, details, text-based evidence, and/or description; the development is limited in its appropriateness to the task and purpose.	The student response may not address the prompt, does not develop the topic or narrative elements, and is therefore inappropriate to the task and purpose.
Writing Written Expression Organization and Clarity of Language	The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion. The student response consistently uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	The student response demonstrates purposeful and controlled organization and may include an introduction and conclusion. The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	The student response demonstrates organization that sometimes is not controlled and may or may not include an introduction and/or conclusion. The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with limited clarity.	The student response demonstrates little or no organization and does not use linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
Writing Knowledge of Language and Conventions	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates general command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent distracting errors in grammar and usage that often impede understanding.

Writing Prompt Rubric Informational Writing: 4th Grade

	Exceeds Expectation (4)	Meets Expectation (3)	Progressing Towards Expectation (2)	Does Not Meet Expectation (0-1)*
Focus/Organization W2	<p>Demonstrates a strong understanding of topic/text(s) by organizing ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</p> <p>Logically groups related information into paragraphs or sections, including formatting while using linking words, phrases, and clauses skillfully to connect ideas within categories of information</p>	<p>Demonstrates an understanding of topic/text(s) by organizing ideas and information into logical introductory, body, and concluding paragraphs.</p> <p>Groups related information into paragraphs or sections, including formatting (e.g., headings) while using linking words and phrases appropriately to connect ideas within categories of information</p>	<p>Demonstrates limited understanding of topic/text(s) by organizing ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</p> <p>Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) while attempting to use some simplistic linking words to connect ideas</p>	<p>Demonstrates little to no understanding of topic/text(s) and does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</p> <p>Does not group related information together and uses no linking words</p>
Support/Evidence W2	<p>Skillfully uses relevant and substantial text support from the resources with accuracy while developing the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</p> <p>Utilizes precise and domain-specific vocabulary accurately throughout student writing</p>	<p>Uses relevant and sufficient text support from the resources with accuracy while developing the topic with facts, definitions, concrete details, quotations, or other information and examples</p> <p>Utilizes precise language and domain-specific vocabulary</p>	<p>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use while developing the topic with limited facts, definitions, concrete details, quotations, or other information and examples</p> <p>Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</p>	<p>Does not use relevant or sufficient text support from the resources with accuracy and does not support opinion with facts, details, and/or reasons</p> <p>Does not utilize precise language or domain-specific vocabulary</p>
Language L1, L2	<p>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability</p> <p>Uses purposeful and varied sentence structures</p>	<p>Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</p> <p>Uses correct and varied sentence structures</p>	<p>Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</p> <p>Uses some repetitive yet correct sentence structure</p>	<p>Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</p> <p>Does not demonstrate sentence mastery</p>

* Teacher may choose a score point of 0 or 1, determining which most accurately reflects student performance.

Writing Prompt Rubric
Informational Writing: 4th Grade

Maryland College and Career-Ready Standards

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Writing Prompt Rubric Narrative Writing: 4th Grade

	Exceeds Expectation (4)	Meets Expectation (3)	Progressing Towards Expectation (2)	Does Not Meet Expectation (0-1)*
Focus/Organization W3	<p>Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator and coherently organizes a clear event sequence that unfolds naturally</p> <p>Skillfully connects a variety of transitional words and phrases to manage the sequence of events and provides a conclusion that clearly follows from the narrated experience or events</p>	<p>Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator and organizes a clear event sequence that unfolds naturally</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events and provides a conclusion that follows from the narrated experience or events</p>	<p>Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator and organizes some sequencing but might confuse the reader</p> <p>Uses some transitional words and phrases to manage the sequence of events and attempts a conclusion that may or may not follow the narrated experience or events</p>	<p>Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way and does not sequence narrative in a logical order</p> <p>Uses few to no transitional words and phrases to manage the sequence of events and does not provide a discernible conclusion</p>
Support Evidence W3	<p>Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events and uses vivid dialogue to show the response of characters to situations</p> <p>Uses concrete words and sensory details to make experiences and events come to life</p>	<p>Uses descriptions of actions, thoughts, and feelings to develop experiences and events and uses dialogue to show the response of characters to situations</p> <p>Uses concrete words and sensory details to convey experiences and events precisely</p>	<p>Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events and uses dialogue to support plot</p> <p>Attempts to use concrete words and sensory details to describe experiences and events</p>	<p>Uses little to no description of actions, thoughts, or feelings to describe experiences /events and does not use dialogue to support plot</p> <p>Fails to use concrete words or sensory details</p>
Language L1, L2	<p>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability</p> <p>Uses purposeful and varied sentence structures</p>	<p>Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor and do not interfere with the readability</p> <p>Uses correct and varied sentence structures</p>	<p>Demonstrates some grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), but errors may interfere with the readability</p> <p>Uses some repetitive yet correct sentence structure</p>	<p>Demonstrates limited understanding of grade level conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with the readability</p> <p>Does not demonstrate sentence mastery</p>

For clarification of the expectations, you must refer to the standards on Page 2 of this document.

* Teacher may choose a score point of 0 or 1, determining which most accurately reflects student performance.

**Writing Prompt Rubric
Narrative Writing: 4th Grade**

Maryland College and Career-Ready Standards

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Writing Prompt Rubric Opinion Writing: 4th Grade

	Meets Expectation (3)	Progressing Towards Expectation (2)	Does Not Meet Expectation (0-1)*
Exceeds Expectation (4)	States an opinion that demonstrates an insightful understanding of topic and organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses linking words, phrases, and clauses skillfully to connect reasons to opinion	States an opinion that demonstrates limited understanding of topic and organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words to connect reasons to opinion but not effectively	Demonstrates little to no understanding of topic and does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words
Focus/ Organization W1	States an opinion that demonstrates an understanding of topic and organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words and phrases appropriately to connect reasons to opinion	States an opinion with facts, details, and/or reasons and provides some explanation/ analysis of how evidence supports opinion	Does not support opinion with facts, details, and/or reasons and provides no or inaccurate explanation/analysis of how evidence supports opinion
Support Evidence W1	Supports opinion skillfully with substantial and relevant facts, details, and/or reasons and provides explanation/analysis of how evidence supports opinion	Supports opinion with facts, details, and/or reasons and provides some explanation/ analysis of how evidence supports opinion	Demonstrates limited understanding of grade level conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with the readability
Language L1, L2	Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability Uses purposeful and varied sentence structures	Demonstrates some grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), but errors may interfere with the readability Uses some repetitive yet correct sentence structure	Demonstrates limited understanding of grade level conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with the readability Does not demonstrate sentence mastery

* Teacher may choose a score point of 0 or 1, determining which most accurately reflects student performance.

**Writing Prompt Rubric
Opinion Writing: 4th Grade**

Maryland College and Career-Ready Standards

<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.b. Provide reasons that are supported by facts and details.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).d. Provide a concluding statement or section related to the opinion presented.
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).b. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.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>).e. Form and use prepositional phrases.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">a. Use correct capitalization.b. Use commas and quotation marks to mark direct speech and quotations from a text.c. Use a comma before a coordinating conjunction in a compound sentence.d. Spell grade-appropriate words correctly, consulting references as needed.