

4th Grade Writing Rubric

Benchmark:	4-ADVANCED Advanced knowledge of grade level standards	3-PROFICIENT Proficient knowledge of grade level standards	2-BASIC Approaching Basic knowledge of grade level standards	1-BELOW BASIC Below basic knowledge of grade level standards
Genre				
narrative (1 st trimester)	<p>2.1 Narrative Relates a <u>strong</u> personal narrative which includes</p> <ul style="list-style-type: none"> Ideas, observations, or recollections of an event or experience An imaginative world for the event or experience Extensive concrete sensory details Clear insight into why the event/experience is memorable 	<p>2.1 Narrative Relates an <u>adequate</u> personal narrative which includes</p> <ul style="list-style-type: none"> An event or experience A world for the event or experience Concrete sensory details Insight into why the event/experience is memorable 	<p>2.1 Narrative Relates a <u>limited</u> personal narrative which includes</p> <ul style="list-style-type: none"> Some progression of events Somewhat unclear world for the event/experience Few sensory details Lacks insight into why the experience is memorable 	<p>2.1 Narrative Does not relate a personal narrative</p> <ul style="list-style-type: none"> Few events Unclear world for the event/experience Lacks sensory details No insight into why the experience is memorable
literary response (1 st trimester)	<p>2.2 Literary Response Shows <u>reflective</u> understanding and extensive knowledge of text</p> <ul style="list-style-type: none"> Supports judgments with extensive references to text, and to prior knowledge Develops interpretations that exhibit careful reading and understanding 	<p>2.2 Literary Response Shows <u>general</u> understanding of text</p> <ul style="list-style-type: none"> Supports judgments through references both to the text and to prior knowledge Develops interpretations that exhibit adequate reading and understanding 	<p>2.2 Literary Response Shows <u>some</u> understanding of text</p> <ul style="list-style-type: none"> Judgments somewhat supported with ideas and images Limited reference to the text 	<p>2.2 Literary Response Shows <u>little or no</u> understanding of text</p> <ul style="list-style-type: none"> Judgments not supported No reference to the text
summary (1 st trimester)	<p>2.4 Summary Shows <u>extensive</u> understanding of text</p> <ul style="list-style-type: none"> Expressive identification of main ideas Details vividly support main idea Writer's own words add to "voice" 	<p>2.4 Summary Shows <u>general</u> understanding of text</p> <ul style="list-style-type: none"> Main idea fully identified All details support main idea Most words/phrases in writer's own words 	<p>2.4 Summary Shows <u>some</u> understanding of text</p> <ul style="list-style-type: none"> Main idea somewhat identified Some details support main idea Some words/phrases copied from text 	<p>2.4 Summary Shows <u>little or no</u> understanding of text</p> <ul style="list-style-type: none"> Main idea not identified Details are not related Many words/phrases copied from text

***CUPS – Capitalization, Usage, Punctuation, Spelling**

- Capitalization: Capitalize names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
- Usage: Use simple and compound sentences in writing and speaking.
- Punctuation: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
- Spelling: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
- Structure: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
- Style: Use underlining, quotation marks, or italics to identify titles of documents.
- Conventions: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
- Language: Using Language Arts Framework for California Public Schools, p. 116