

New Paltz Central School District
Grades 4/5
Writing Rubric
September/April Common Writing Task

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|--|---|---|--|--|--------------|
| <u>Meaning</u> – The writing exhibits understanding of the task. | The narrative is complete and demonstrates full understanding of the task through details, examples, and connections. | The narrative is complete and demonstrates understanding of the task. | The narrative begins to answer the task but is not complete. | The narrative does not address the task. | |
| <u>Development</u> – The writing shows elaboration of ideas, using specific details. | Fully develops and elaborates on ideas. Uses many relevant and accurate examples to support ideas. | Mostly develops and elaborates on ideas. Uses some relevant and accurate examples to support ideas. | Somewhat develops and elaborates on ideas. Uses few relevant and accurate examples to support ideas. | Very little elaboration and development of ideas. Uses little to no relevant and accurate examples to support ideas. | |
| <u>Organization</u> – The writing exhibits direction, shape, and coherence. | Maintains a clear focus. Logically sequences ideas with the use of transitions. | Maintains a general focus. Clearly attempts organization. Uses some transitions. | There is some attempt at organization, but focus is not maintained. | Shows little or no organization and focus. | |
| <u>Language Use</u> - The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary. | Exhibits some use of writer’s voice. Uses basic vocabulary. | Exhibits little use of writer’s voice. Uses simple vocabulary. | No use of writer’s voice. Uses minimal vocabulary. | |
| <u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |

Comments

New Paltz Central School District
Fourth Grade
Writing Rubric
Feature Article

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|---|---|---|---|---|--------------|
| <u>Focus</u> | There is one clear, well-focused topic. The main idea stands out and is supported by detailed information. | There is one topic. The main idea is clear but the supporting information is general. | The topic is somewhat clear. The main idea is somewhat clear. There is a need for more supporting information. | The topic and main idea are not clear. There is a seemingly random collection of information. | |
| <u>Organization</u> – The writing exhibits direction, shape, and coherence. | The article maintains a clear focus. There is a logical sequence of ideas. Student makes appropriate use of transitions. | The article maintains a general focus. There is a clear attempt at organization. Student makes some use of transitions. | There is some attempt at organization, but the focus is not maintained. | The article shows little or no organization or focus. | |
| <u>Research</u> – | There is evidence of primary resource material within the article. The information is smoothly inserted into the article. | There is some evidence of primary resource material within the article. The information may be inserted awkwardly into the article. | There is little evidence of primary resource material within the article. Most/all information is inserted awkwardly. | There is no evidence of primary resource material within the article. | |
| <u>Voice</u> – The writing shows personal style. | The writer seems to be writing from knowledge or experience. The writer has taken the ideas and made them his/her own. | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his/her own knowledge or experience, but it does not add to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. | |
| <u>Conventions</u> – The writing shows appropriate use of punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |

Comments

New Paltz Central School District
Fourth Grade
Writing Rubric
Persuasive

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|--|---|---|--|--|--------------|
| <u>Meaning –</u> The writing exhibits understanding of the task. | Shows complete understanding of the task and completes all requirements. | Shows understanding of the task and completes most requirements. | Shows partial understanding and completes some requirements. | Shows no understanding and does not complete requirements. | |
| <u>Organization –</u> The writing exhibits direction, shape, and coherence. | Maintains a clear focus. Opinion is clearly stated and logically supported with examples. | Maintains a general focus. Opinion is stated and examples are mostly organized. | Focus is not maintained. Opinion may be stated but lacks organized examples. | Not focused. Opinion is never clearly stated. | |
| <u>Development –</u> The writing shows elaboration of ideas, using specific details. | Opinion is fully developed using many relevant persuasive examples. Intended audience is clear. | Opinion is somewhat developed using some relevant examples. Intended audience is clear. | Opinion is partially developed using few examples. Intended audience is unclear. | Opinion is not developed and there are no relevant examples. | |
| <u>Language Use –</u> The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary. | Exhibits some use of writer’s voice. Uses basic vocabulary. | Exhibits little use of writer’s voice. Uses simple vocabulary. | No use of writer’s voice. Uses minimal vocabulary. | |
| <u>Conventions –</u> The writing shows appropriate use of handwriting, punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |
| <u>(Intentionally left blank for teacher specific criteria)</u> | | | | | |

Comments:

**New Paltz Central School District
Fourth Grade
Writing Rubric
Realistic Fiction**

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|--|---|---|--|--|--------------|
| <u>Meaning –</u> The writing exhibits understanding of the task. | Shows a clear understanding of the genre and its elements. | Shows some understanding of the genre and its elements. | Makes an attempt to address the genre. | Does not address the genre. | |
| <u>Organization –</u> The writing exhibits direction, shape, and coherence. | The story maintains a clear focus. There is a clear beginning, middle, and end. Student makes appropriate use of transitions. | The story maintains a general focus. There is a clear beginning and end. The middle is less developed. Student makes some use of transitions. | There is some attempt at organization, but the focus is not maintained. | The story shows little or no organization or focus. | |
| <u>Development –</u> The writing shows elaboration of ideas, using specific details. | Characters are well developed. There is clear evidence of the story building to a climax and coming to a resolution. | Characters are somewhat developed. An attempt is made to lead to a resolution. | Characters are minimally developed. There is little evidence of a problem or change. | Characters are not developed. There is no evidence of a problem or change. | |
| <u>Language Use –</u> The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary. | Exhibits some use of writer’s voice. Uses basic vocabulary. | Exhibits little use of writer’s voice. Uses simple vocabulary. | No use of writer’s voice. Uses minimal vocabulary. | |
| <u>Conventions –</u> The writing shows appropriate use of handwriting, punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |
| <u>(Intentionally left blank for teacher specific criteria)</u> | | | | | |

Comments

**New Paltz Central School District
Fourth Grade
Writing Rubric
Literary Response**

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|---|--|--|--|--|--------------|
| <u>Meaning</u> – The extent to which the response exhibits understanding and interpretation of the task and text(s) | Fulfills all or most requirements of the tasks. Addresses the theme or key elements of the text. Shows an insightful interpretation of the text. Makes connections beyond the text. | Fulfills some requirements of the task. Addresses many key elements of the text. Shows a predominantly literal interpretation of the text. Makes some connections. | Fulfills some requirements of the task. Addresses basic elements of the text, but the connections may be weak. Shows some misunderstanding of the text or reflects gaps in the student’s understanding of the text as a whole. | Fulfills few requirements of the task. Misses basic elements of the text. Shows evidence that the student understood only parts of the text. Makes few, if any, relevant connections. | |
| <u>Development</u> – The extent to which ideas are elaborated, using specific and relevant evidence from the text(s) | Develops ideas fully with thorough elaboration. Makes effective use of relevant and accurate examples from the text. | May be brief, with little elaboration, but ideas are sufficiently developed to answer the questions. Provides some relevant examples and details from the text. May include some minor inaccuracies. | May begin to answer the questions but ideas are not sufficiently developed. May provide some relevant text-based examples and details. May include some inaccurate information. | May include a few accurate details. | |
| <u>Organization</u> – The extent to which the response exhibits direction, shape, and coherence | Establishes and maintains a clear focus. Shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices. | Is generally focused, though may include some irrelevant details. Shows a clear attempt at organization. | May attempt to establish a focus. Shows some attempt at organization. May include some irrelevant details. | May focus on minor details or lack a focus. Shows little or no organization. | |
| <u>Language Use</u> – The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety | Is fluent and easy to read, with vivid language and a sense of engagement or voice. Is stylistically sophisticated, using varied sentence structure and challenging vocabulary. | Is readable, with some sense of engagement or voice. Uses some sentence variety and basic vocabulary. | Is mostly readable, but with little sense of engagement or voice. Uses only simple sentences and basic vocabulary. | Is often repetitive, with little or no sense of engagement or voice. Uses minimal vocabulary. | |
| <u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |

Comments

**New Paltz Central School District
Fourth Grade
Writing Rubric
Personal Narrative**

Name _____

Date _____

| | 4 | 3 | 2 | 1 | Score |
|--|---|---|--|--|--------------|
| <u>Meaning</u> – The writing exhibits understanding of the task. | The narrative is complete and demonstrates full understanding of the task through details, examples, and connections. | The narrative is complete and demonstrates understanding of the task. | The narrative begins to answer the task but is not complete. | The narrative does not address the task. | |
| <u>Development</u> – The writing shows elaboration of ideas, using specific details. | Fully develops and elaborates on ideas. Uses many relevant and accurate examples to support ideas. | Mostly develops and elaborates on ideas. Uses some relevant and accurate examples to support ideas. | Somewhat develops and elaborates on ideas. Uses few relevant and accurate examples to support ideas. | Very little elaboration and development of ideas. Uses little to no relevant and accurate examples to support ideas. | |
| <u>Organization</u> – The writing exhibits direction, shape, and coherence. | Maintains a clear focus. Logically sequences ideas with the use of transitions. | Maintains a general focus. Clearly attempts organization. Uses some transitions. | There is some attempt at organization, but focus is not maintained. | Shows little or no organization and focus. | |
| <u>Language Use</u> - The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary. | Exhibits some use of writer’s voice. Uses basic vocabulary. | Exhibits little use of writer’s voice. Uses simple vocabulary. | No use of writer’s voice. Uses minimal vocabulary. | |
| <u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling. | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length. | Grammar, spelling, and punctuation have some errors. Uses some sentence variety. | Grammar, spelling, and punctuation have many errors. Little use of sentence variety. | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. | |

Comments