

TCRWP Informational Reading and Information Writing Rubric-Fourth Grade – Spring 2014

| Fourth Grade Reading Rubric | <u>Level 1-</u> Novice | <u>Level 2-</u> Intermediate | <u>Level 3-</u> Proficient | <u>Level 4-</u> Above Proficient |
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| <p>Determine meaning of general academic and domain-specific vocabulary</p> <p>R. Standard 4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> | <p>Student does not define given term or defines the term incorrectly. Alternatively, the student may define the term not using the provided text.</p> | <p>Student defines the term but the explanation of meaning is somewhat confusing or merely restates what the text says without rephrasing.</p> | <p>Determines meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Demonstrates understanding of meaning of given term through information gained from provided source.</p> <p>Attempts to rephrase meaning given by the text and explanation of term’s meaning is clear.</p> | <p>Demonstrates understanding of the meaning of the given term, and pulls from more than one part of the text to support this understanding, perhaps including examples.</p> |
| <p>Delineating and Evaluating Argument and Claims</p> <p>R. Standard 4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> | <p>Wrongly attributes reasons and evidence to a point which they do not support. Alternatively, the student might list some unconnected details.</p> <p>Provides little to no explanation of how reasons and evidence support a particular point</p> <p>i.e. “A Russian girl hid with her baby sister in the basement so they wouldn’t get killed.”</p> | <p>Recounts one or two details and attempts to explain how they support the main point.</p> <p>The explanation may be too brief to serve its purpose, or parts of the explanation may be unclear. The student may have identified details of unequal weight.</p> <p>i.e. “One reason that shows this is a Russian girl was almost killed. Another reason that shows this is that there were no jobs.”</p> | <p>Explains how an author uses reasons and evidence to support a particular point.</p> <p>Explains how reasons and evidence support a given point. Provides at least two reasons and uses text evidence to support each reason.</p> <p>i.e. “One reason that supports the point is that immigrants were escaping danger. Another reason that supports the point is that immigrants were escaping hunger.”</p> | <p>Student identifies two or more supportive reasons and provides a clear explanation to show how a particular reason supports a point. Explanation might show how reasons and evidence support a second point and/or might make mention of the author as deliberately including reasons and evidence to support the given point and</p> <p>i.e. (After sufficiently introducing the topic and focus) “The author supports this point by giving reasons that showed what immigrants were escaping. Immigrants came to America to escape danger and poverty.”</p> |

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| <p>W. Standard 4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p> | | | | |
| <p>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.</p> | <p>Does not provide an introduction or merely makes clear the focus of the explanation</p> <p>i.e. “The reasons that support the point are...”</p> <p>Provides facts and details but does not group information or does so in a way that is disorganized or unclear.</p> | <p>Provides a brief introduction which may include the title of the text and the focus of the explanation.</p> <p>i.e. “In <i>Ellis Island</i> it says that immigrants escaped difficulties. One reason...”</p> <p>Groups related information but does not always create sections and paragraphs.</p> | <p>Introduces a topic clearly</p> <p>Groups related information in paragraphs and sections.</p> <p>Introduces the author’s point clearly by orienting the reader to the topic and text referenced. Provides title and author of text.</p> <p>i.e. “In <i>Ellis Island</i> by Judith Jango-Cohen, the author makes the point that immigrants escaped difficulties by coming to America. One reason that supports...</p> <p>Groups supporting ideas and relevant evidence in paragraphs and sections. It’s clear how each section has been organized.</p> | <p>Introduces the topic, orienting the reader by providing both a general observation (i.e. context) and focus (i.e. the author’s point), referencing the text and may preview the content of the piece.</p> <p>i.e. “In the late 1800s and early 1900s millions of immigrants left their homes and came to America to start new lives. In <i>Ellis Island</i> by Jango-Cohen, the author discusses reasons why immigrants left their homes. One point the author makes...”</p> <p>Creates an organizational structure in some sections or paragraphs of related information are logically ordered (i.e. choosing to put the most persuasive information last, ordering information in particular paragraph chronologically, etc.)</p> |
| <p>b. Develop the topic with facts, definitions, concrete</p> | <p>Does not use information from the text to develop the</p> | <p>Attempts to develop the topic using facts and details from</p> | <p>Develop the topic with facts, definitions, concrete details,</p> | <p>Develops the topic with a variety of text evidence,</p> |

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| <p><i>details, quotations, or other information and examples related to the topic.</i></p> | <p>topic and/or uses information that is inaccurate. May include extraneous information that does not relate to the topic at hand.</p> <p>Does not refer to text.</p> | <p>the text, though does so sporadically or ineffectively (i.e. citing evidence or details that do not specifically support a particular point).</p> <p>Occasionally makes reference to sources when including information from them, though not consistently and/or vaguely.</p> | <p>quotations, or other information and examples related to the topic.</p> <p>Provides a greater variety of text evidence, including facts, definitions, concrete details, quotations, or other information and examples from the text provided. All information is relevant.</p> <p>Refers directly to sources when including information from them.</p> | <p>elaborating on the textual information provided by attempting to state how it relates back to the topic or idea.</p> <p>Properly cites when quoting from the text.</p> |
| <p><i>c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).</i></p> | <p>Uses few, if any, linking words or phrases to connect ideas within categories of information.</p> | <p>Uses some linking words and phrases to connect ideas within categories of information (e.g. also, another, and, more, but) though many ideas remain unconnected.</p> | <p>Links ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>Uses a greater variety of linking words to make more complex connections within categories of information.</p> | <p>Links ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).</p> |
| <p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> | <p>Does not incorporate precise, domain-specific vocabulary.</p> | <p>Attempts to use precise, domain-specific vocabulary from the text, though terms may be used incorrectly or added without context.</p> | <p>Uses precise, domain-specific vocabulary from the text to inform about or explain the topic.</p> <p>Incorporates precise language and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.</p> | <p>Uses precise, domain-specific vocabulary from the text. This vocabulary is integrated smoothly into the child’s writing.</p> |

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| <p><i>e. Provide a concluding statement or section related to the information or explanation presented.</i></p> | <p>Provides no sense of closure or provides a brief conclusion to make clear the focus of the explanation</p> <p>i.e. “That’s all the reasons.”</p> | <p>Provides a concluding statement, though not one that relates directly to the information or explanation presented.</p> <p>i.e. “Wow, being an immigrant was hard.”</p> | <p>Provides a concluding statement or section related to the information or explanation presented.</p> <p>Provides a related conclusion.</p> <p>i.e. “Danger and hunger are reasons that the author gives to support the point that...”</p> | <p>Provides a concluding statement or section related to the information or explanation presented and which attempts to provide comments which follow from the information.</p> <p>i.e. “This makes me realize that immigrants had really hard lives before they immigrated. If they didn’t immigrate, who knows what would have happened to them!”</p> |
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