

# ENGLISH LANGUAGE ARTS RESPONDING TO LITERARY OR INFORMATIONAL TEXT WRITING RUBRIC GRADES 4 and 5

## BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
<b>Writing process</b>	<ul style="list-style-type: none"> <li>Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) 2.1.1</li> </ul>	<ul style="list-style-type: none"> <li>Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing).</li> </ul>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Effectively synthesizes information to make a generalization that demonstrates a deep understanding of the text.</li> <li>Makes insightful inferences about the content events, characters or common themes. (2.4.2)</li> <li>Uses the most appropriate and specific details and references to text or relevant citations to support focus or judgment. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Synthesizes information to make a generalization that demonstrates a deep understanding of the text. (2.4.2)</li> <li>Makes inferences about the content events, characters or common themes. (2.4.2)</li> <li>Uses specific details and references to text or relevant citations to support focus or judgment. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Synthesizes some information to make a generalization that may demonstrate a deep understanding of the text. (2.4.2)</li> <li>Attempts to make inferences about the content events, characters or common themes.</li> <li>Uses some details and/or references to text, but may not be relevant citations to support focus or judgment. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Does not synthesize information to make a generalization. (2.4.2)</li> <li>Neglects to make inferences about the content events, characters or common themes. (2.4.2)</li> <li>Does not use details and/or references to text. (2.4.2)</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Effectively states and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2)</li> <li>Skillfully organizes ideas using transition words and phrases.</li> <li>Writes a clear conclusion that provides closure. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>States and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2)</li> <li>Organizes ideas using transition words and phrases. (2.4.2)</li> <li>Writes a conclusion that provides closure. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to state and maintains a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2)</li> <li>Organizes some ideas using transition words and phrases.</li> <li>Writes a conclusion, but may not provide closure. (2.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>Neglects to state and maintains a focus. (2.4.2)</li> <li>Does not organize ideas using transition words and phrases. (2.4.2)</li> <li>Does not include a conclusion. (2.4.2)</li> </ul>

RubricBarResponDi.LitGrades4 and 5 07/17/09

**Level 4- Exceeds standards** - Indicates competence in all standards/benchmarks and exceptional performance in a few

**Level 3 - Meets standards** - Indicates general competence in all standards/benchmarks

**Level 2- Emerging** - Indicates general competence in most standards/benchmarks with difficulties in some

**Level 1- Attempt made** - Indicates difficulties in a majority of standard/benchmarks

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<b>Voice</b>	<ul style="list-style-type: none"> <li>Uses voice appropriate for the audience/purpose to engage the reader and increase the understanding of the text. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses voice appropriate for the audience/purpose. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses voice appropriate for the audience/purpose at times. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses voice that does not match the audience/purpose. (2.6.1)</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Uses varied sentence length and structure (e.g. beginnings, transition words) that enhances meaning and sounds smooth and natural. (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied sentence length and structure (e.g. beginnings, transition words) to enhance meaning. (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some varied sentence length and structure (e.g. beginnings, transition words). (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Does not use varied sentence length and (e.g. beginnings, transition words). (2.2.2)</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Uses specific and relevant details and language, appropriate to purpose, to enhance understanding of the text. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses specific and relevant details and language, appropriate to purpose, to understand the text. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some relevant language appropriate to the text. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses language that is not appropriate to the text. (2.6.1)</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify and enhance meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)</li> </ul>	<ul style="list-style-type: none"> <li>Uses rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors do not impede meaning. (2.9.1, 2.9.3, 2.9.4, 2.9.5)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors may impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)</li> </ul>	<ul style="list-style-type: none"> <li>Uses little to no grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)</li> </ul>

### COMMENTS

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