

GRADE 4: COMMON CORE/ PARCC ALIGNED RUBRIC FOR ARGUMENT, INFORM/EXPLAIN & NARRATIVE WRITING



GRADE 4 ANALYTIC SCORING RUBRIC
BASED ON PARCC RUBRIC FOR ARGUMENT, EXPLAIN/INFORM & NARRATIVE WRITING

Criteria	Performance Level	Scale with Descriptors
<p align="center">Reading¹ Comprehension of Key Ideas & Details <i>Note: Type of textual evidence required is prompt specific</i></p>		<p>3: Shows full comprehension¹ of complex text ideas; accurate analysis of what the text says explicitly and inferentially; explicit text references support the analysis.</p> <p>2: Shows comprehension¹ of text ideas; mostly accurate analysis of what the text says explicitly and inferentially; text references support analysis.</p> <p>1: Shows limited comprehension¹ of text ideas; minimally accurate text analysis; may reference the text</p> <p>0: Shows little to no comprehension of text ideas; inaccurate analysis or no analysis of the text.</p>
<p align="center">Written Expression Development of Ideas</p>		<p>3: On prompt; effective and comprehensive topic development and/or narrative elements²; develops clear reasoning, details, and/or description; consistently appropriate to task, purpose, and audience.</p> <p>2: On prompt; effective topic development and/or narrative elements²; developed reasoning, details, and/or description; largely appropriate to task, purpose, and audience.</p> <p>1: On prompt; minimal topic development and/or narrative elements²; limited reasoning, details, and/or description; limited appropriateness to task, purpose, and/or audience.</p> <p>0: Writing may not address the prompt; does not develop the topic or narrative elements; inappropriate to task and purpose.</p>
<p align="center">Written Expression Organization</p>		<p>3: Demonstrates effective coherence, clarity, and cohesion³; includes strong introduction and conclusion.</p> <p>2: Demonstrates coherence, clarity, and cohesion³; includes introduction and conclusion.</p> <p>1: Demonstrates limited coherence, clarity, and/or cohesion³; may or may not include a clear introduction and/or conclusion.</p> <p>0: Demonstrates a lack of coherence, clarity and cohesion.³</p>
<p align="center">Written Expression Clarity of Language</p>		<p>3: Uses language well; attends to norms and conventions of the discipline; includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</p> <p>2: Attends to norms and conventions of the discipline; includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.</p> <p>1: Shows limited awareness of norms; includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.</p> <p>0: Shows little to no awareness of norms; lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.</p> <p><i>W.4.1c linking words: for instance, in order to, in addition; W.4.2.c linking words: another, for example, also, because</i></p>

<p style="text-align: center;">Writing Knowledge of Language & Conventions</p>	<p>4: Command of standard English consistent with effectively edited writing; may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p> <p>3: Command over standard English conventions consistent with edited writing; may be a few distracting errors in grammar and usage, but meaning is clear.</p> <p>2: Inconsistent command over standard English conventions; patterns of grammatical and usage errors occasionally impede understanding.</p> <p>1: Limited command over standard English conventions; multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.</p> <p>0: Little to no command over standard English conventions; frequent and varied errors in grammar and usage; little or no control over language; frequent distracting errors in grammar and usage impede understanding.</p> <p><i>4th grade Grammar & Usage Conventions L.4.1: Use relative pronouns and relative adverbs; form and use the progressive; use modal auxiliaries; order adjectives within sentences according to conventional patterns; form and use prepositional phrases; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly use frequently confused words.</i></p> <p><i>4th grade Capitalization, Punctuation & Spelling Conventions L.4.2: Use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text; title words; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words correctly consulting references as needed.</i></p>
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¹Reading comprehension is not assessed by PARCC in narrative writing; however, reading comprehension is assessed in argument & informational writing.

²Per the CCSS, narrative elements at the 4th grade include the introduction of a narrator, development of characters, sequencing of events, the use of dialogue and a conclusion that follows from the events (see CCSS, p. 20).

³The elements of organization to be assessed are expressed in the grade-level standards 1-3

Resources

Common Core State Standards, 2010.

PARCC Expanded Rubric for Analytic and Narrative Writing Grade 4-5