Name: _____   **Central Bucks School District: Informational Non-Research Piece Rubric - Grade 4   Date _____**

	Exceeding	Meeting	Approaching	Limited Progress
Behaviors of a Writer	Student consistently performs beyond • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit	Student consistently achieves • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit	Student is progressing toward • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit	Student is making minimal progress • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit
Informative Focus	• Demonstrates a strong understanding of topic/text(s) by developing an effective thesis statement	• Demonstrates an understanding of topic/text(s) by developing a thesis statement.	• Demonstrates partial understanding of topic/text(s) by inadequately addressing the thesis statement	• Demonstrates limited or no understanding of topic/text(s) by not addressing the thesis statement
Informative Content	• Skillfully uses relevant and substantial evidence • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples	• Uses relevant and sufficient evidence • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	• May lack relevant and/or sufficient evidence • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	• Does not use relevant and/or sufficient evidence • Does not support opinion with facts, details, and/or reasons
Informative Organization	• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	• Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking/transitional words and phrases appropriately to connect ideas within and across categories of information	• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas	• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words
Informative Style	• Uses purposeful and varied sentence structures • Utilizes precise and domain-specific vocabulary accurately throughout student writing	• Uses correct and varied sentence structures • Utilizes precise/descriptive language and domain-specific vocabulary	• Uses some repetitive yet correct sentence structure • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately	• Does not demonstrate sentence mastery • Does not utilize precise language or domain-specific vocabulary
Informative Conventions of Language	• Demonstrates above grade level use of conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning	• Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor and do not obscure meaning or interfere with the readability	• Demonstrates some grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), but errors may interfere with the readability	• Demonstrates limited understanding of grade level conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with the readability

Informational Non-Research Skills Checklist

Focus	Content	Organization	Style	Conventions
Clear message/ point Thesis _____	❑ Relevant examples ❑ Sufficiently developed details ❑ _____	❑ Introduction that includes a catchy lead ❑ Groups details into logical paragraphs ❑ Use of topic sentences ❑ Transitional words that connect ideas ❑ Conclusion that revisits thesis ❑ _____	❑ Precise/ descriptive word choice ❑ Varies sentence structure ❑ _____	❑ Accurate spelling ❑ Accurate use of grammar ❑ Accurate punctuation ❑ Accurate capitalization ❑ Complete sentences ❑ _____

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