

## GRADE 4 PROMPT RUBRIC

Domains and Features	4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others)	1 Little or no control
<p><b>Composing</b> Focus Organization Development Structure: Narrative or Expository</p>	<ul style="list-style-type: none"> <li>• Clear presence of central idea</li> <li>• Clear and appropriate purpose for writing: narrative or expository</li> <li>• Idea developed with purposeful details, examples, reasons, etc.</li> <li>• May attempt dialogue</li> <li>• Sentence clearly organized into paragraphs</li> <li>• Strong organization, information is chunked into several paragraphs</li> <li>• Strong opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea that is focused, minor digressions</li> <li>• Clear purpose for writing: narrative or expository</li> <li>• Purposeful details, examples, reasons</li> <li>• Ideas lack some development within paragraphs</li> <li>• May attempt dialogue</li> <li>• Information organized into at least two paragraphs</li> <li>• Clear relationship of ideas</li> <li>• Evidence of intentional use of a strategy to create an opening</li> <li>• Closing present but may be only a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent focus; may have several ideas that compete</li> <li>• Writes in narrative or expository form</li> <li>• Ideas are underdeveloped: general statements and few elaborating details</li> <li>• If a story, it is just the skeleton; if expository, little more than a list</li> <li>• May have too much detail that does not hold focus; tells everything</li> <li>• Little to no transition to show how ideas are linked; hard to follow</li> <li>• May be a page of writing without any paragraphing</li> <li>• Opening statement flat repetition of prompt</li> <li>• Closing no more than repetition of opening or “The End”</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no focus</li> <li>• May list information, but does not develop ideas</li> <li>• No purposeful detail</li> <li>• One weak paragraph</li> <li>• Jumps from idea to idea, may return to an earlier idea</li> <li>• Opening and/or closing are either missing or need work</li> <li>• Short paragraph, less than two-thirds of a page</li> <li>• May have opening sentence that declares the topic. “I am going to tell you ...</li> <li>• May have closing that declares what the paragraph was about. “I just told you ...</li> </ul>
<p><b>Written Expression</b> Vocabulary Descriptive Language Sentence Rhythm Voice</p>	<ul style="list-style-type: none"> <li>• Captures the reader’s interest</li> <li>• Memorable word choice</li> <li>• Stretches vocabulary to clarify and create a picture</li> <li>• Sentences flow; intentional use of transitions</li> <li>• Varies sentence patterns and beginnings</li> <li>• Writes compounds sentence and/or sentences with compound parts</li> <li>• Writer’s voice is clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Has engaging moments for the reader</li> <li>• Uses some strong verbs and adjectives</li> <li>• Uses descriptive language</li> <li>• Variety of vocabulary</li> <li>• Sentence flow occasionally interrupted by awkward sentence structure</li> <li>• Varies sentence beginnings and length</li> <li>• Voice present some time</li> </ul>	<ul style="list-style-type: none"> <li>• Not very engaging for the reader/flat</li> <li>• Anemic, ordinary, vague words</li> <li>• Little to no descriptive vocabulary</li> <li>• Simple grade level vocabulary</li> <li>• Some wording and/or phrasing is confusing</li> <li>• Sentences short and choppy, repetitive, awkwardly written, and/or go on and on and on</li> <li>• Little sense of voice</li> </ul>	<ul style="list-style-type: none"> <li>• General, overused words</li> <li>• Uses same words repeatedly</li> <li>• Weak vocabulary/below grade level</li> <li>• Sentences difficult to follow: awkwardly written, unclear, monotonous in structure and/or go on and on</li> <li>• Paper would be difficult to read aloud</li> <li>• No sense of voice</li> </ul>

**Usage/Mechanics**

Sentence Formation  
Grammar Usage  
Spelling/Punctuation/  
Capitalization

- Sentences are complete
- Punctuates and Capitalizes sentences appropriately.
- Paragraphs to show progression of ideas.
- Spells words correctly
- Demonstrates competence in grade-level grammar usage skills

- Avoids run-ons and fragments, though one may be present
- Punctuates and capitalizes sentences appropriately.
- Paragraphs to show progression of ideas.
- Spells words correctly
- Avoids common usage errors

- Incomplete and/or run-on sentence don't interfere with the message, though they slow the reader down
- Punctuation and capitalization errors don't distract from the meaning, though they affect readability
- May be one long paragraph.
- Spelling errors don't overwhelm the paper
- Makes common usage errors.

- Spelling, usage, and mechanics errors overwhelm paper
- Variety of errors make the paper hard to understand
- The writer does not have control of many conventions appropriate for the grade level