

| TEACHER Exemplary Writing Rubric (scored by those teaching writers) |                                      | 1  | 2   | 3   | 4  |
|---|--------------------------------------|--|---|---|--|
| Organization  | Structure                            | Structure is inappropriate, causes confusion, or is not evident.   | Structure is evident, but not always clear or appropriate.  | Structure (for the most part) is appropriate and organizational strategies are adequately used.   | Structure is clearly appropriate and the writer is skillfully varied using well-crafted organizational strategies.   |
|   | Focus                                | No clear central idea. The writer does not focus on one topic, includes irrelevant information, OR shifts quickly from idea to idea. | The central idea is weak or somewhat unclear. The irrelevant information interferes with the focus of the piece.  | The central idea is clear, and most ideas are related and focused on the topic. It may include only minor digressions in focus.                   | The central idea is clear, and all ideas are strongly related and focused on the topic.  |
|   | Transitions and Sentence Connections | Idea progressing rapidly and weakly; lack of transitions makes the essay hard to follow.   | Progression not always controlled; minor digressions in focus; transitions are weak.                              | Progression is logical and controlled. Transitions are meaningful (for the most part) and support the flow.                                       | Progression is logical and well controlled. Strong and meaningful transitions enhance the flow.  |
| Development   | Details                              | Development is weak due to inappropriate, vague, or lack of details.   | Development is evident due to details that are not always appropriate or too brief.                               | Development is sufficient due to details that are specific, appropriate, and add depth.   | Development is effective due to details that are specific, well chosen, and add depth.   |
|   | Thoughtfulness                       | Response is vague, confused, or weakly linked to the prompt; OR lack of understanding of writing task.                               | Little or no thoughtfulness and sometimes formulaic; limited understanding of writing task.                       | Some thoughtfulness and original (not formulaic); good understanding of the writing task.   | Thoughtful and engaging with unique experiences; thorough understanding of the writing task.   |
| Language/Conventions  | Word Choice                          | Word choice is vague or limited and doesn't establish tone; lacks quality and clarity.   | Word choice is general or not specific and establishes little tone; doesn't contribute to the quality.            | For the most part, word choice is clear and specific and establishes tone; contributes to the quality.  | Word choice is purposeful, precise, and maintains appropriate tone; strongly contributes to the quality.   |
|   | Sentence Structure                   | Sentences are simple, unbalanced, or uncontrolled which limits effectiveness.  | Sentences are unbalanced or only somewhat controlled which may not contribute to quality.                         | Sentences are varied and controlled which (for the most part) contributes to the effectiveness.   | Sentences are purposeful, varied and well controlled which enhance the effectiveness.  |
|   | Conventions                          | Little or no control of spelling, capital letters, punctuation, and grammar which create disruptions in fluency.                     | Partial control of spelling, capital letters, punctuation, and grammar which create minor disruptions in fluency. | Adequate control of spelling, capital letters, punctuation, and grammar which create few (if any) disruptions in fluency; doesn't affect clarity. | Controlled control of spelling, capital letters, punctuation, and grammar which does not create disruptions in fluency; strongly contributes to the effectiveness. |

# 4th Grade Summary Scoring Guide

**William Anton Smith**



#### **4th Grade Summary Scoring Guide:**

**NAEP 1998 Writing Report Card for the Nation and the States** Elissa A. Greenwald,1999      **Writing Report Card For The Nation And The States, NAEP 1998** ,1999      NAEP ... Writing Report Card ,1999      **A Guide to the Grading of Neighborhoods** Willis W. Clark,J. Harold Williams,1919      **Basic Reading Inventory** Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores      **Reading Objectives** Charles Joseph Anderson,Isobel Davidson,1923      Resources in Education ,1994

**Examiners' Manual for Iowa Silent Reading Tests** Harry Andrew Greene,Albert Nels Jorgensen,1927      Manual of Instructions for Giving and Scoring the Curtis Standard Tests in the Three R's Stuart Appleton Curtis,1914      **Teachers College Record** ,1916      Bulletin California Bureau of Juvenile Research,1917      *Individual Differences in the Reading Ability of College Students* Ernest Mitchell Anderson,1928      **Whittier Social Case History Manual by J. Harold Williams, Willis W. Clark, Mildred S. Covert, Edythe K. Bryant** J. Harold Williams,1921      *Administration* ,1923

Includes critical reviews      **Journal of Educational Psychology** ,1928      **The Psychology of Reading and Spelling with Special Reference to Disability** Arthur Irving Gates,1922      **Loyola Educational Index** Austin Guildford Schmidt,1928      **Baltimore Bulletin of Education** ,1929      **Score-reading exercises** Emily Rosa Daymond,1905

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