

| 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 essay is skillfully crafted 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 | Ideas 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



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