Grade 4: Informative Writing Rubric with WIDA language proficiency levels

	Significantly Below WIDA Entering	Below Grade Level WIDA Emerging	Approaching Grade Level WIDA Developing/Expanding	Meets Grade Level WIDA: Bridging/Reaching
Ideas Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly **(W4.2a)**	1~Uses a combination of drawing with labels, dictating and writing in which they name what they are talking about and provide limited information on the topic 1~Uses sentence frames or starters to provide details	2~Writes sentences/ captions for pictures/ photographs providing limited information on the topic 2~Uses graphic organizers and sentence stems to support writing	3~Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly with a teacher supported graphic organizer 3~Includes main ideas with supporting details	4~Writes informative/ explanatory texts to examine a topic, convey ideas and information 4~Includes main ideas that are fully supported by strong and concise supporting details
Organization Introduces topic clearly and groups related ideas into paragraphs **(W.4.2.a)** Writes a clear and coherent piece of writing that is well developed with main ideas and supporting details **(W.4.4)** Writes a conclusion that is related to the main ideas and supporting details that are presented **(W.4.2.e)**	1~Attempts an introduction with the support of a sentence frame. . 1~Attempts to convey information using L1 or pictures/ single words or ideas 1~May attempt to write a conclusion using a formulaic ending (i.e. the end)	2~Attempts an introduction 2~Attempts to convey connected ideas 2~Attempts to separate main ideas and supporting details 2~Attempts to write a conclusion	3~Writes an introduction 3~Uses some transitional words to connect ideas into paragraphs 3~Separates main ideas into paragraphs with some supporting details 3~Writes a recognizable conclusion	4~Writes a strong introduction 4~Uses transition words to connect ideas into paragraphs 4~Separates main ideas into paragraphs with one main idea and strong supporting details 4~May incorporate informational text features (ie. maps, diagrams, tables…) 4~Writes a well-formulated conclusion that sums up the main idea of the piece of writing
Sentence Fluency Links ideas within main idea using words or phrases such as another, for example, also, because **(W.4.2.c)** Uses sentence varieties (simple, compound, complex) **(W.4.3c)** Forms and uses prepositional phrases **(L.4.1.e)**	1~ May write simple sentences using common verbs (is, are, have, has) with a sentence frame, single words, and/or copied text	2~May attempt to use a prepositional phrase 2~Attempts to use some sentence variety (simple, complex, compound) 2~May attempt to use transitional phrases from a word bank to start the conclusion	3~Attempts to use prepositional phrases to link main ideas and supporting details 3~Uses some sentence variety (simple, complex, compound) 3~Uses one or more transitional phrases from a word bank to start the conclusion	4-~Uses a range of prepositional phrases to link main ideas and supporting details 4~Varies sentence structure to make the writing more effective (simple, complex, compound) 4~Uses a transitional phrase to begin conclusion
Word Choice Uses strong verbs **(L.4.1b,c)** Uses words and phrases to convey ideas precisely **(L.4.3.a)** Uses precise language and domain-specific vocabulary to inform or explain about the topic **(W.4.2d)** Uses facts, definitions concrete details, and other information and examples related to the topic **(W.4.2b) (L4.3) (L.4.6)**	1~Uses common vocabulary	2~Uses common vocabulary and verbs 2~Uses some specific content words with the support of a word bank 2~Attempts to give and use definitions of topic specific words, details or examples	3~Uses common verbs and some stronger verbs 3~Uses common adjectives and adverbs and some more descriptive ones 3~Uses some specific/technical vocabulary 3~Uses definitions of topic specific words, details or examples	4~Uses strong, vivid verbs 4~ Uses a range of adjectives and adverbs 4 ~Uses figurative language 4~Uses specific vocabulary and phrases 4~Uses topic specific definitions, details and examples effectively to make the writing more explicit

	1	2	3	4
Voice Builds toward a particular tone. Writes for a particular audience. **(W.4.4)**		**2~**Writing attempts to convey a general purpose for writing	**3~**Writing attempts to conveys a particular purpose of the piece of writing. **3~**Shows some awareness of a particular audience	**4~** Writing demonstrates the author's expertise and enthusiasm for the topic **4~**Demonstrates clear awareness of an audience and piques the reader's interest in the topic
Conventions Spells grade appropriate words correctly **(L.4.2d)** Uses correct capitalization **(L.4.2.a**) Uses correct punctuation including commas and quotation marks **(L.4.2.b,c)**	**1~**Copies words correctly **1~**May attempt capitalization **1~**May attempt to use end punctuation with a sentence frame	**2~**Spells some grade appropriate words correctly **2~**Uses some capitalization **2~**Uses some end punctuation	**3~**Spells many grade appropriate words correctly **3~**Most capitalization is correct **3~**Most punctuation is correct with some attempt at commas and quotation marks evident if needed **3~**Begins to indent paragraphs	**4~**Spells grade appropriate words correctly **4~**Uses correct capitalization **4~**Uses correct punctuation including commas and quotation marks if needed **4~**Indents paragraphs appropriately

POINTS	SCORE	ELL Levels	POINTS	SCORE	MAINSTREAM LEVEL
1-10	1	Entering ELL	1-32	1	Does Not Meet
11-32	2	Emerging ELL			
33-47	3	Developing ELL	33-65	2	Approaches
48-65	4	Expanding ELL			
66-84	5	Bridging/Reaching	66-84	3	Meets Expectations