RESPONSE TO LITERATURE WRITING RUBRIC
Grade 4

6 EXCEPTIONAL WRITER

• Expresses and maintains a clear insightful thesis
• Sustained quality throughout.
• Excellent organization:
  • solid introduction which contains thesis sentence;
  • multi-paragraph body which contains either specifically quoted or well-
    paraphrased evidence from the text; the strength of the paper lies in the
    writers interpretation both in quality and quantity
  • a solid conclusion which goes beyond summary of examples presented
    by giving further interpretation (either by making personal connections to
    the text or stating theme)
• Powerful, precise language
• Clear sentence sense and variety results in interesting writing
• Few errors in conventions and spelling
• Correct paragraphing

5 STRONG WRITER

• States thesis
• Quality may not be even: will have intro, multi-paragraph body and conclusion but
  may begin better than ends -- or -- end more strongly than begins -- or -- may be
  unevenly written in the body paragraphs.
• Strong organization:
  • introduction which contains or leads clearly to writer’s thesis
  • develops multiple reasons through either quotations from text or
    paraphrased examples; won’t elaborate as fully as does a 6-point paper;
  • conclusion provides finality or closure and may add further interpretation
    (either by personalizing connections to text and/or explaining the theme)
• Precise language, though may show less impressive word choice
• Clear sentence sense and variety
• Few errors in conventions and spelling
• Correct paragraphing

4 CAPABLE WRITER

• Thesis may not be very obviously stated but is clearly implied
• Usually relies on visible, predictable organizational plan:
  • may begin directly with thesis sentence;
  • supporting ideas are offered but the interpretation may be at the literal, concrete
    level (they merely restate the example in different words);
  • conclusion restates thesis;
some writers may attempt a personal connection to story or offer personal opinion
Word choice is generally appropriate but lacks the vigor and exactness of higher scoring papers
May have occasional run-ons and fragments as a result of attempting more complex sentences but MOST sentences are correct
Some errors in conventions and spelling; errors seen are those typical of first draft writing appropriate to the grade
Paragraphing mostly correct

3 DEVELOPING WRITER

May offer a weak interpretation of the text; or may not really address the prompt; or may be a retelling of the story with no interpretation offered but structured as an essay
Evidence of organizational plan but may lose focus; may be missing either an introduction or conclusion
Body may be undeveloped; may offer evidence but no interpretation
Predictable word choice
Simple or repetitive sentences, may include fragments and/or run-ons but still mostly correct
Noticeable errors in conventions and spelling, but readable; accountability words are mostly correct
May have inconsistent paragraphing

2 LIMITED WRITER

Interpretation may be unclear or reader may simply retell the story briefly
Little logical arrangement of ideas and may have a "jumping around" quality
Longer papers are usually rambling and unfocused
May contain disconnected ideas and/or examples from story. May contain many areas of vagueness and/or confusion
Examples sparsely developed
Limited word choice
Short, simple sentences or fragments; long rambling sentences or run ons
Frequent errors in conventions and phonetic spelling interfere with readability
Excessive plagiarism without the benefit of quotation marks

1 EMERGENT WRITER

May have no discernible interpretation, papers may be partially or wholly incoherent
Little or no organizational plan
Simple, vague, and imprecise, a complete lack of sentence control
A general failure to communicate
Wholly plagiarized; or not enough original writing to determine proficiency.
0  OFF TOPIC

• Does not even mention key word(s) from prompt; wrote on another topic.