

Student Name:

Date:

Year 4
Rubric/Guide to
Making Judgement
Information Report

	Very High	High	Sound	Developing	Emerging
	A thorough understanding and uses a high level of skill in both familiar and new situations.	A clear understanding and uses a high level of skill in familiar situations and is beginning to use skills in new situations.	Has an understanding and uses skills in familiar situations.	Understands aspects of and uses varying levels of skill in familiar situations.	A basic understanding and is beginning to use skills in familiar situations.
Text Structure The organisation of the structural components of writing a text aligns to an appropriate and effective text structure.	<ul style="list-style-type: none"> The text is always logically organised with the correct use of subtitles, topic sentences, and paragraphs. Effectively follows the information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains a variety of information with supporting detail the ending which effectively concludes the text 	<ul style="list-style-type: none"> Uses paragraphs correctly and consistently follows the information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains a variety of information with detail the ending which effectively concludes the text 	<ul style="list-style-type: none"> The text is organised with the correct use of paragraphs. Subtitles and topic sentences are attempted. Text follows an information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains more than one piece of information with supporting detail the ending which concludes the text 	<ul style="list-style-type: none"> Requires some support to recognise the structural elements of an information report. May use a modeled text for assistance. Some of the structural elements may be included without assistance. 	<ul style="list-style-type: none"> Requires support to produce a written text. Has difficulty recognising the structural elements of an information report. Text may have some structure, but it may not be relevant or is difficult to recognise.
Ideas The selection, relevance and elaboration of ideas.	<ul style="list-style-type: none"> Uses brainstorming and planning techniques to assist with writing. Topic has been well researched using a variety of sources. Appropriate information has been selected and elaborated on. Information about the topic is clearly written and explained. 	<ul style="list-style-type: none"> Uses brainstorming and planning prior to writing. The topic is clear and well presented. Attempts to write about topics that are not familiar to them with some detail. Extends information within sentences effectively. Topic has been researched well. 	<ul style="list-style-type: none"> Attempts brainstorming and planning prior to writing. Selects an appropriate and familiar topic. The topic is presented clearly. Used some detail on the information presented. Sentences contain more than one fact that is explained well. Topic has been researched and information has also come from personal beliefs. 	<ul style="list-style-type: none"> Attempts to write an information report with the relevant requirements independently but lacking in some areas. May require some support to brainstorm ideas and plan prior to writing. May require assistance to present their thoughts and information on paper in a logical manner. 	<ul style="list-style-type: none"> Information report can be jumbled and hard to interpret if left to work independently. Requires significant support to brainstorm ideas and plan prior to writing. Requires assistance to present their thoughts and information on paper in a logical manner.
Language Features and Vocabulary The range and precision of contextually appropriate language choices as well as appropriate devices.	<ul style="list-style-type: none"> Expectations are beyond Year 4 level, for example: <ul style="list-style-type: none"> moves from general 'all-purpose-words', for example 'cut'. For more specific words, for example, 'slice', 'dice', 'fillet', 'segment' chooses vocabulary and sentence structures to report and explain new concepts and topics Begins to use vocabulary to express greater precision of meaning. 	<ul style="list-style-type: none"> Effectively uses verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions within their text. Uses appropriate compound and complex sentences to express and combine ideas. Chooses vocabulary and technical language to suit the topic of the report. 	<ul style="list-style-type: none"> Makes some relevant vocabulary choices to suit audience and purpose. Uses grammatical features like verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions in an information report. Relates their vocabulary to their specific purpose and context. 	<ul style="list-style-type: none"> Attempts to use some technical vocabulary choices but these may not always be suitable. Requires assistance to use verb, noun, adjective and adverb groups/phrases. Uses factual information. 	<ul style="list-style-type: none"> Requires significant support to use relevant vocabulary choices. Uses basic verb, noun, adjective and adverb groups. Uses basic verb, noun, and adjective phrases. Relies on illustrations to assist them in elaborating information and detail. Uses factual information rather than their own beliefs.

Cohesion The control of multiple threads and relationships across a piece of text, achieved through using: <ul style="list-style-type: none"> Grammatical elements (referring words, text connectives, conjunctions) Lexical elements (substitutions, repetitions, word association) 	<ul style="list-style-type: none"> Consistent in application and expectations are beyond Year 4 level, for example: <ul style="list-style-type: none"> begins to understand that the starting point of a sentence gives prominence to the message in the text and allows for some prediction of how the text will unfold 	<ul style="list-style-type: none"> Writing effectively hooks in the reader. The text is easy to read and maintains interest by the effective use of a wide variety of grammatical and lexical elements. 	<ul style="list-style-type: none"> The writing flows and is clear. Use of synonyms, antonyms, and word substitutions are used effectively. Links are used in sentences (connectives and conjunctions) avoiding repetition. A variety of referring words are used including pronouns. 	<ul style="list-style-type: none"> The text is short and does not always flow, the reader finds it confusing in parts. The text has missing links and words are repetitive. 	<ul style="list-style-type: none"> Requires support to produce a piece of text that flows and is clear. Requires assistance to use grammatical and lexical elements correctly.
Paragraphing The segmenting of text into paragraphs that assists the reader to follow a piece of text.	<ul style="list-style-type: none"> Consistent in using paragraphs. Begins to understand the different types of paragraphs and attempts these in their writing. 	<ul style="list-style-type: none"> Organises information into logical and detailed paragraphs. Recognises there are different types of paragraphs. 	<ul style="list-style-type: none"> Organises information into paragraphs. Paragraphs include a topic sentence. 	<ul style="list-style-type: none"> Paragraph use is inconsistent. Requires some support in identifying how and where to begin a new paragraph. 	<ul style="list-style-type: none"> Paragraph use is minimal Often requires support in identifying how and where to begin a new paragraph
Sentence Structure The production of grammatically correct, structurally sound and meaningful sentences.	<ul style="list-style-type: none"> Consistent in sentence structure when writing. Goes beyond that expected of Year 4, for example: <ul style="list-style-type: none"> understands the difference between main and subordinate clauses begins to understand that a complex sentence involves at least one subordinate clause 	<ul style="list-style-type: none"> Sentences flow and are grammatically correct. Attempts to use complex sentences. Beginning to understand the difference between main and subordinate clauses. 	<ul style="list-style-type: none"> Knows that a clause usually contains a subject and a verb, that these need to agree and applies this in their writing. Uses noun and verb groups/phrases and prepositional phrases to create a richer text with more specific descriptions. Uses a variety of conjunctions effectively. 	<ul style="list-style-type: none"> Requires some support to recognise the requirements of a clause. Requires support to use noun and verb groups/phrases and prepositional phrases to enhance the text. Uses conjunctions, however, these tend to be repetitive. 	<ul style="list-style-type: none"> Requires significant support to construct sentences which meet the requirements for Year 4. Sentences are basic and lack depth and description.
Punctuation The use of correct and appropriate punctuation that aids reading of a piece of text.	<ul style="list-style-type: none"> Punctuation usage goes beyond that expected of Year 4, for example: <ul style="list-style-type: none"> begins to use apostrophes to signal the possessive form of nouns begins to recognise there is a variant to the regular possessive form for proper nouns e.g. James's house vs James' house 	<ul style="list-style-type: none"> Consistent in the application and appropriate punctuation has not been overused. Correctly uses quotation marks to signal dialogue, titles and quoted (direct) speech. 	<ul style="list-style-type: none"> Correctly uses punctuation when writing: <ul style="list-style-type: none"> full stops, question marks, exclamation marks, capital letters, commas apostrophes of contraction Recognises how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech. Sometimes applies this in their writing. 	<ul style="list-style-type: none"> Often omits relevant punctuation. Requires some support to use punctuation appropriately. Recognises how quotation marks are used in texts, however, often does not apply this knowledge to their writing. 	<ul style="list-style-type: none"> Uses basic punctuation (capital letters, full stops, question marks, overuse of commas). Has difficulty applying other punctuation appropriately (exclamation marks, apostrophes of contraction, quotation marks).
Spelling The accuracy of spelling and the difficulty of words used.	<ul style="list-style-type: none"> Spelling application goes beyond that expected of Year 4, for example: <ul style="list-style-type: none"> begins to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words begins to explore less common plurals begins to recognise how some suffixes change the grammatical form of words e.g. 'tion' and 'ment' change verbs into nouns 	<ul style="list-style-type: none"> Consistent with the application. Correctly spells more complex words using-spelling knowledge, for example: <ul style="list-style-type: none"> letter patterns e.g. double letters spelling generalisations morphemic word families common prefixes and suffixes word origins Correctly writes a large core of high-frequency words including homophones. 	<ul style="list-style-type: none"> Attempts to spell more complex words using spelling knowledge, for example: <ul style="list-style-type: none"> letter patterns e.g. double letters spelling generalisations morphemic word families common prefixes and suffixes word origins Writes a large core of high-frequency words including homophones with minimal correction. Uses context to identify correct spelling. Uses phonic knowledge to write multisyllabic words with more complex letter combinations. 	<ul style="list-style-type: none"> Inconsistent in the application: <ul style="list-style-type: none"> requires some support to use Year 4 spelling knowledge when spelling words spells most high-frequency words correctly relies on letter-sound relationships to write most words relies heavily on environmental print 	<ul style="list-style-type: none"> Requires significant support to use Year 4 spelling knowledge when spelling words. Correctly spells a small bank of high-frequency words.

Editing

Ability to re-read and edit own work to check for meaning, spelling, punctuation and grammar.

<ul style="list-style-type: none"> • Consistent in approach and goes beyond that expected of Year 4, for example: <ul style="list-style-type: none"> • Editing own and others' work using agreed criteria for text structures and language features 	<ul style="list-style-type: none"> • Effectively edits own work for meaning. • Offers constructive comments to peers to assist them in improving their work. 	<ul style="list-style-type: none"> • Re-reads and effectively edits own work for meaning. • Deletes or moves words/word groups to improve content and structure. 	<ul style="list-style-type: none"> • Re-reads and edits texts for meaning, grammatical choices, and punctuation (does not alter much of the content). • Displays some individual editing skills but these may often be unnecessary edits. 	<ul style="list-style-type: none"> • Minimal or no evidence of editing for meaning. • Edits text for spelling, sentence-boundary, punctuation and text structure. • Sometimes requires support with editing.
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Teacher Name: