

**FOURTH GRADE RUBRIC
EXAMINATION OF CRITERIA BY SCORE POINTS**

FOCUS

1	2	3	4	5	6
may only minimally address topic	is slightly related to topic or may offer little relevant information	is generally focused on topic but may include extraneous or loosely related material	is generally focused on topic but may include extraneous or loosely related material	focused on topic	focused on topic

ORGANIZATION

1	2	3	4	5	6
does not exhibit organizational pattern; few, if any, transitional devices	little evidence of organizational pattern; may lack sense of wholeness	organizational pattern attempted; although some transitional devices used, lapses may occur	organizational pattern evident, although some lapses may occur; demonstrates some sense of completeness	has an organizational pattern, although some lapses may occur; demonstrates sense of completeness	organizational pattern provides a logical progression of ideas; demonstrates sense of wholeness/completeness

SUPPORT

1	2	3	4	5	6
supporting ideas sparse; limited or immature word choice	support is inadequate or illogical; limited or immature word choice	some support included; development lacks specifics and details; limited, predictable, vague word choice	some supporting ideas may contain specifics and details although some development is uneven; word choice is adequate	adequate development of supporting ideas; word choice is adequate, lacks precision	ample development of supporting ideas; mature command of language, precise word choice

CONVENTIONS

1	2	3	4	5	6
simple sentence construction; frequent errors in sentence structure and usage may impede communication; common words may be misspelled;	little variation in sentence structure; frequent errors in basic punctuation and capitalization; common words may be misspelled	attempt to use variety in sentence structure; knowledge of conventions and usage is usually demonstrated; commonly used words are usually spelled correctly	attempt to use variety in sentence structure; conventions, usage, and spelling are generally correct	various sentence structures used; conventions, usage, and spelling are generally correct; occasional errors do not impede communication	various sentence structures used; sentences are complete (except for purposeful fragments); subject/verb agreement and verb/noun forms are generally correct

ARTIST BIOGRAPHY CHECKSHEET

NAME: _____

DATE: _____

SCHOOL: _____

NAMES OF THE TWO ARTISTS YOU CHOSE:

1. _____

2. _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ON EACH ARTIST:

Where did the artist work?	
1. _____	2. _____
What media did he or she use?	
1. _____	2. _____
What were the subjects in the art works?	
1. _____	2. _____
Name of the art piece you downloaded:	
1. _____	2. _____

In the space below, write one or two paragraphs to describe each of the two art pieces.

- *Here are some ideas to think about:* What is happening in the art piece? Is it a happy or sad activity? Who are the characters? What are they doing? Would you like to be a part of the art piece, if you could? Why did you pick this piece? So you like it? Why or why not?
- *Here is one question that you must answer:* How are the two art pieces alike? How are they different?

TEACHER EVALUATION CHECKSHEET

	10	20	30	40	50	60	70	80	90	100
1. Completion of all parts of the Artist Biography Checksheet										
2. Accuracy of the factual information on the Artist Biography Checksheet										
3. Quality of writing when student compared/contrasted the similarities/differences of the two artists (transposed from Florida Writes instrument)										
4. Success in using the Internet to download the biographical text and the two JPEG images										

GRAND TOTAL OF POINTS (Maximum 400): _____ **divided by 4 =** _____