

4-Point Informative-Explanatory Writing Rubric (Grades 3-5)

W.3.2,4.2,5.2; W.3.4,4.4,5.4; W.3.8,4.8,5.8; W.3.9,4.9,5.9; W.3.10,4.10,5.10

	Purpose/Organization		Development/Elaboration	
4	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 		<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances the narration 	
3	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 		<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language.</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	
2	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, and the focus may be insufficiently maintained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction and conclusion, if present may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 		<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	
1	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 		<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing.</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	
N S	<ul style="list-style-type: none"> Unintelligible In a language other than English 	<ul style="list-style-type: none"> Copied text Off-topic Off-Purpose 	<ul style="list-style-type: none"> Unintelligible In a language other than English 	<ul style="list-style-type: none"> Copied text Off-topic Off-Purpose

**2-Point
Narrative**
Performance Task Writing Rubric (Grades 3-11)
L.3.1,4.1,5.1; L.3.2, 4.2,5.2; L.3.3,4.3,5.3

Score	Conventions
2	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
1	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
0	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
NS	<ul style="list-style-type: none"> Unintelligible In a language other than English Copied text Off-topic Off-Purpose

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.