

A student who scores a 4

-Knows expectations

-Perfect mastery

-Does what the prompt asks them to do?

-Understands prompt and knows the audience.

-Uses many transitions.

-Intro. & conclusion might be 2 sentences each.

Informative-Explanatory Short Essay Writing Rubric (Grades 3-5)			
Score	Statement of Purpose/Focus and Organization (4-point rubric)	Evidence/Elaboration (4-point rubric)	Conventions/Editing (2-point rubric begins at scorepoint 2)
4	<p>The response is fully sustained and consistently and purposefully <u>focused</u>:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is <u>focused</u>, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of <u>transitional</u> strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end -organize to make sense. effective <u>introduction</u> and <u>conclusion</u> for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>-Pulls evidence from all passages.</p> <p>-Puts the passage in own words.</p>

A student who scores a 3

-Knows expectations

-Basic mastery

-Uses maybe 5 transitions.

3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none">• focus is clear and for the most part maintained, though some loosely related material may be present• some context for the controlling idea or main idea of the topic is adequate within the purpose, audience, and task <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:</p> <ul style="list-style-type: none">• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas• adequate progression of ideas from beginning to end• adequate introduction and conclusion	<p>The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none">• some evidence from sources is integrated, though citations may be general or imprecise• adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none">• use of domain-specific vocabulary is generally appropriate for the audience and purpose	<p>-Some evidence from passage.</p>
----------	--	---	--

A student who scores a 2

**-Knows expectations
-Not at mastery level.**

-Knows there should be transitions but doesn't know any. Maybe uses one.

<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose <p>-Not relevant info., some summarizing.</p>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling <p>-Constantly not capitalizing proper nouns.</p>
-----------------	--	---	--

A student who scores a 1

-Does not know expectations

1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from the source material is minimal, absent, in error, or irrelevant <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
0		<p>-Maybe no evidence. Doesn't understand passage.</p>	<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>		

-Run-on sentences.
-Error happening over & over.
Sentences may need to be read again to understand.