

**2016-17 Informative/Explanatory Text-Based State Writing Rubric Grades 4 & 5**

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2 point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Strongly maintained controlling idea with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<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. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Partially focused controlling idea, but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory, support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Inappropriate or ineffective domain-specific vocabulary</li> <li>Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage, but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</li> <li>Frequent extraneous ideas impeding understanding</li> <li>Few or no transitional strategies</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>Limited or inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>