

CCSS Informative/Explanatory Writing Rubric (Grades 3-5)

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Organization and Focus		Evidence and Language			Command of Conventions
Score	Organization	Focus	Evidence	Language	Command of Conventions
4	Clear, Effective and Sustained <ul style="list-style-type: none"> effective introduction and conclusion logical progression of ideas from beginning to end consistent use of transitions strong connections between and among ideas 	Consistent and Purposeful <ul style="list-style-type: none"> clearly communicated controlling/main idea strongly maintained for purpose and audience 	Thorough, Clear and Effective <ul style="list-style-type: none"> relevant and specific comprehensive evidence from sources is integrated clear use of citations and attribution to source material effective use of elaboration techniques 	Precise <ul style="list-style-type: none"> clearly appropriate vocabulary use for audience and purpose effective, appropriate style enhancing content 	Strong <ul style="list-style-type: none"> few, if any, errors in English grammar and usage effective and consistent use of capitalization, punctuation and spelling
3	Evident and Adequately Sustained <ul style="list-style-type: none"> adequate introduction and conclusion adequate progression of ideas from beginning to end adequate use of transitions adequate connections between and among ideas 	General <ul style="list-style-type: none"> clear controlling/main idea mostly maintained for purpose and audience 	Adequate <ul style="list-style-type: none"> relevant but generally adequate evidence from sources is integrated adequate use of citations and attribution to source material adequate use of some elaboration techniques 	Precise and General <ul style="list-style-type: none"> generally appropriate vocabulary use for audience and purpose generally appropriate style is evident 	Adequate <ul style="list-style-type: none"> some errors in English grammar and usage, but no pattern is displayed adequate use of capitalization, punctuation and spelling
2	Inconsistent and Somewhat Sustained <ul style="list-style-type: none"> weak introduction or conclusion, if present uneven progression of ideas from beginning to end inconsistent use of transitions and/or little variety inconsistent or unclear connections between and among ideas 	Minor Drift <ul style="list-style-type: none"> somewhat unclear controlling/main idea that may be insufficiently sustained for purpose and/or audience 	Uneven and Cursory <ul style="list-style-type: none"> imprecise, repetitive, vague and/or copied evidence from sources may be weakly integrated weak use of citations and attribution to source material weak or uneven use of elaboration techniques; primarily a source summary 	Simplistic <ul style="list-style-type: none"> uneven or somewhat ineffective vocabulary use for audience and purpose inconsistent or weak style 	Partial <ul style="list-style-type: none"> frequent errors in English grammar and usage which may hinder meaning inconsistent use of capitalization, punctuation and spelling
1	Little or No <ul style="list-style-type: none"> missing introduction and/or conclusion randomly ordered ideas or unclear progression few or no transitions/causing confusion frequent extraneous ideas 	Little or No <ul style="list-style-type: none"> confusing or ambiguous controlling/main idea that may drift from the purpose and/or audience or be too brief 	Minimal <ul style="list-style-type: none"> irrelevant, absent, incorrectly used or predominantly copied evidence from sources is minimally integrated insufficient use of citations/attribution to source material minimal, if any, use of elaboration techniques 	Limited or Ineffective <ul style="list-style-type: none"> limited or ineffective vocabulary use for audience and purpose little or no evidence of appropriate style 	Minimal <ul style="list-style-type: none"> frequent and severe errors in English grammar and usage hindering meaning infrequent use of capitalization, punctuation and spelling
0	No credit is given if there is no evidence of organization, focus, evidence, language, and conventions according to the above descriptors.				

Adapted from the Smarter Balanced Assessment Consortium Performance Task Writing Rubric, July 2014

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