

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

Score	4	3	2	1	NS
	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:	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:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	 Unintelligible In a language other than English Off-topic Copied text Off-purpose
nization	controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task	controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	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	
Purpose/Organization	 consistent use of a variety of transitional strategies to clarify the relationships between and among ideas 	adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	 inconsistent use of transitional strategies and/or little variety 	few or no transitional strategies are evident	
	effective introduction and conclusion	adequate introduction and conclusion	introduction or conclusion, if present, may be weak	introduction and/or conclusion may be missing	
	logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	adequate progression of ideas from beginning to end; adequate connections between and among ideas	 uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	



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

Score	4	3	2	1	NS
Evidence/Elaboration	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 elaborates ideas, using precise language: • comprehensive evidence from sources is integrated; references are relevant and specific • effective use of a variety of elaborative techniques*	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language: • adequate evidence from sources is integrated; some references may be general • adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: • 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	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 is vague, lacks clarity, or is confusing: • evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • minimal, if any, use of elaborative techniques	Unintelligible In a language other than English Off-topic Copied text Off-purpose
	 vocabulary is clearly appropriate for the audience and purpose 	 vocabulary is generally appropriate for the audience and purpose 	vocabulary use is uneven or somewhat ineffective for the audience and purpose	vocabulary is limited or ineffective for the audience and purpose	
	 effective, appropriate style enhances content 	 generally appropriate style is evident 	 inconsistent or weak attempt to create appropriate style 	little or no evidence of appropriate style	

^{*}Elaborative techniques may include the use of personal experiences that support the controlling idea.



2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)

Score	2	1	0	NS
	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little or no command of conventions:	Unintelligible In a language other than
nventions	adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	English Off-topic Copied text
Ö				(Off-purpose responses will still receive a score in Conventions.)

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.



4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Purpose/Organization	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:	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:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	 Unintelligible In a language other than English Off-topic Copied text Off-purpose
	 controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task 	 controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task 	 controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task 	 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 	
	 consistent use of a variety of transitional strategies to clarify the relationships between and among ideas 	adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	 inconsistent use of transitional strategies and/or little variety 	few or no transitional strategies are evident	
	effective introduction and conclusion	adequate introduction and conclusion	introduction or conclusion, if present, may be weak	introduction and/or conclusion may be missing	
	logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	adequate progression of ideas from beginning to end; adequate connections between and among ideas	uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	



4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
	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 elaborates ideas, using precise language:	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:	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 is vague, lacks clarity, or is confusing:	 Unintelligible In a language other than English Off-topic Copied text Off-purpose
Evidence/Elaboration	 comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* 	 adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* 	 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 	 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 clearly appropriate for the audience and purpose 	 vocabulary is generally appropriate for the audience and purpose 	vocabulary use is uneven or somewhat ineffective for the audience and purpose	vocabulary is limited or ineffective for the audience and purpose	
	effective, appropriate style enhances content	 generally appropriate style is evident 	inconsistent or weak attempt to create appropriate style	little or no evidence of appropriate style	

^{*}Elaborative techniques may include the use of personal experiences that support the controlling idea.



2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

Score	2	1	0	NS
	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little or no command of conventions:	Unintelligible In a language other than
nventions	 adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	English Off-topic Copied text
Ö				(Off-purpose responses will still receive a score in Conventions.)

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.