

**Washington West Supervisory Union
Informative-Explanatory Writing Rubric Grades 3-6**

		Beginning	Emerging	Proficient	Advanced
STRUCTURE	Statement of Purpose	<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 in focus • May be confusing • May rely primarily on personal ideas without support 	<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 OR main idea may be unclear and somewhat unfocused • May be limited to a general summary with no analysis/reflection 	<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 • Describes the topic with short summary and reflection 	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Controlling idea or main idea of a topic is focused, clearly stated and strongly maintained with summary and reflection • Relevant connection is made between topic and broader idea(s)
	Organization	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • Few or no linking words are evident • Frequent extraneous ideas may be present 	<p>The response has an inconsistent organizational structure and flaws are evident:</p> <ul style="list-style-type: none"> • Inconsistent use of linking/transitional words with little variety • Uneven progression of ideas from beginning to end • Conclusion and introduction, if present, are weak • Weak connection among ideas 	<p>The response has a logical 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"> • Appropriate use of linking/transitional strategies with some variety • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion, body and paragraphs • Adequate, if slightly inconsistent connection among ideas 	<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 linking/transitional strategies • Logical progression of ideas from beginning to end • Effective introduction and conclusion for audience and purpose • Strong connections among ideas, with some syntactic variety
DEVELOPMENT	Elaboration of Evidence	<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 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 citation, if present, are uneven • Weak or uneven use of elaborative techniques 	<p>The response provides adequate support/evidence for the 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 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, quotes, facts and details:</p> <ul style="list-style-type: none"> • The response achieves substantial depth that is specific and relevant • Use of evidence from sources is smoothly integrated, comprehensive and concrete • Effective use of a variety of elaborative techniques

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	Craft	<p>No evidence of writer’s craft:</p> <ul style="list-style-type: none"> • Details are not present in writing. • No use of text features is present. (illustrations, captions, headings, etc.) 	<p>Little evidence of use, or incorrect use of writer’s craft:</p> <ul style="list-style-type: none"> • Words used give some details about the topic. • Attempts to use text features is present (illustrations, captions, headings, etc.). 	<p>Shows evidence of using writer’s craft:</p> <ul style="list-style-type: none"> • Including word choice and tone to convey information. • Text features are present (illustrations, captions, headings, etc.) • May use some figurative language. 	<p>Uses writer’s craft to effectively convey information:</p> <ul style="list-style-type: none"> • Including word choice and varied tone to keep readers engaged. • Text features are present (illustrations, captions, headings, etc.) which present the topic/focus in interesting ways to the reader • Uses figurative language (e.g. comparisons, anecdotes, imagery, simile, exaggeration) to convey key points or information.
CONVENTIONS	Language and Vocabulary	<p>The response expresses ideas that are 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 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>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>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
	Grammar Usage Mechanics	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • Needs support to edit. • Does not demonstrate sentence mastery. • Demonstrates limited understanding of grade cluster appropriate conventions, and errors interfere with the meaning. 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • Uses resources and support to edit. • Uses some repetitive yet correct sentence structure. • Demonstrates some grade cluster appropriate conventions, but errors obscure meaning. 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Independently uses resources to edit. • Uses correct and varied sentence structures. • Demonstrates grade cluster appropriate conventions; errors are minor and do not obscure meaning. 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • Independently uses resources to edit. • Uses purposeful and varied sentence structures. • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance meaning.

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