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	<ul> <li>The response is fully sustained and consistently and purposefully focused:</li> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task</li> <li>The response has a clear and effective organizational structure creating unity and completeness:</li> <li>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</li> <li>effective introduction and conclusion for audience and purpose</li> </ul>	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:  use of evidence from sources is smoothly integrated, comprehensive, and relevant  effective use of a variety of elaborative techniques  The response clearly and effectively expresses ideas, using precise language:  use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose		



The response is adequately sustained and generally focused:

The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:

- 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

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:

- 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

- some evidence from sources is integrated, though citations may be general or imprecise
- adequate use of some elaborative techniques

The response adequately expresses ideas, employing a mix of precise with more general language

 use of domain-specific vocabulary is generally appropriate for the audience and purpose



The response is somewhat sustained and may have a minor drift in focus:

- 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

The response has an inconsistent organizational structure, and flaws are evident:

- inconsistent use of transitional strategies with little variety
- uneven progression of ideas from beginning to end
- conclusion and introduction, if present, are weak

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:

- evidence from sources is weakly integrated, and citations, if present, are uneven
- weak or uneven use of elaborative techniques

The response expresses ideas unevenly, using simplistic language:

• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose

The response demonstrates an adequate command of conventions:

- some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
- adequate use of punctuation, capitalization, and spelling



1	The response may be related to the topic but may provide little or no focus:  may be very brief may have a major drift  focus may be confusing or ambiguous  The response has little or no discernible organizational structure:  few or no transitional strategies are evident  frequent extraneous ideas may intrude	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  use of evidence from the source material is minimal, absent, in error, or irrelevant  The response expression of ideas is vague, lacks clarity, or is confusing:  uses limited language or domain-specific vocabulary  may have little sense of audience and purpose	The response demonstrates partial command of conventions:      errors in usage may obscure meaning      inconsistent use of punctuation, capitalization, and spelling
0			The response demonstrates a lack of command of conventions.
NS	Insufficient, illegible, foreign language, incoherent, off- topic, or off-purpose writing		

