

MGA ELA Scoring Rubric: Grades 4-5 v.1

For writing focused on W.1 and W.2

Written Expression

| Score | Organization/Purpose |
|-------|---|
| 3 | <p>Response is consistently and clearly focused. Organization is purposeful and effective.</p> <ul style="list-style-type: none"> • Opinion or controlling idea of a topic is clearly communicated/introduced. • Related information is grouped together effectively to support the writer’s purpose. • Linking words and phrases are used effectively to connect ideas within and across categories of information OR to connect opinion and reasons. • Concluding statement related to the topic or opinion is provided. |
| 2 | <p>Response is generally focused. Organization is evident and provides an adequate sense of completeness.</p> <ul style="list-style-type: none"> • Opinion or controlling idea of a topic is communicated/introduced. • Related information is mostly grouped together in a way that supports the writer’s purpose. • Linking words and phrases are used to connect ideas within and across categories of information OR to connect opinion and reasons. • Concluding statement mostly related to the topic OR opinion is provided. |
| 1 | <p>Response is somewhat focused. Organization is inconsistent, with some evident flaws.</p> <ul style="list-style-type: none"> • Opinion or controlling idea of a topic can be inferred but may not be clearly stated and/or introduced. • Related information is somewhat grouped together, with many ideas only loosely connected, and may not be grouped in a way that supports the writer’s purpose. • Some linking words and phrases are used to connect ideas within categories of information OR to connect opinion and reasons within and/or across categories of information; however, they may be used inconsistently. • Concluding statement is included but may not be related to the topic/opinion OR may be somewhat difficult to discern. |
| 0 | <p>Response has limited or no focus. Organization is minimal or nonexistent.</p> <ul style="list-style-type: none"> • Opinion or controlling idea of a topic is missing or difficult to infer. • There is no clear connection between related information. • Few, if any, linking words or phrases are used to connect ideas. • Concluding statement is missing or difficult to discern. |

Written Expression

| Score | Development/Support |
|-------|--|
| 3 | <p>Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.</p> <ul style="list-style-type: none"> • Develops topic in a manner that is appropriate to task, purpose, and audience. • Provides effective development of the topic using clear reasoning. • Supports reasons or topic using relevant facts, concrete details, quotations, or other information and examples. |
| 2 | <p>Response is mostly appropriate to task and purpose and provides development of ideas using sufficiently clear reasoning and mostly relevant, text-based support.</p> <ul style="list-style-type: none"> • Develops topic in a way that is mostly appropriate to task, purpose, and audience. • Provides adequate development of the topic using mostly clear reasoning. • Supports topic using mostly relevant facts, concrete details, quotations, or other information and examples from the text. |
| 1 | <p>Response is somewhat appropriate to task and/or purpose, providing limited or uneven development of ideas using somewhat vague reasoning and little, if any, text-based support.</p> <ul style="list-style-type: none"> • Develops topic in a way that is somewhat appropriate to task and/or purpose. • Provides development that is uneven or limited, with reasoning that is somewhat vague. • May or may not support topic with limited facts, vague details, and/or limited quotations, information and/or examples from the text. |
| 0 | <p>Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.</p> <ul style="list-style-type: none"> • Develops topic in a way that is inappropriate to task or purpose. • Provides little to no development of ideas, with no discernible reasoning. • Provides little or no support. |

Knowledge of Language and Conventions

| Score | Knowledge of Language and Conventions |
|-------|---|
| 2 | <p>Response demonstrates command of conventions.</p> <ul style="list-style-type: none"> • There may be some errors in punctuation, capitalization, grammar usage, and spelling, but overall meaning is generally clear. |
| 1 | <p>Response demonstrates partial command of conventions.</p> <ul style="list-style-type: none"> • A few patterns of errors in punctuation, capitalization, grammar usage, and spelling begin to impede understanding. |
| 0 | <p>Response demonstrates little or no command of conventions.</p> <ul style="list-style-type: none"> • Patterns of errors in punctuation, capitalization, grammar usage, and spelling impede understanding. |