

The FSA ELA Writing Rubric is a scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist educators with evaluating the strengths and weaknesses of student responses based on the text-based writing prompt/task included in the practice test as well as responses based on other text-based writing prompts/tasks educators choose to use in a classroom setting.

The FSA ELA Writing tests for Grades 8-10 will be administered online. Grades 4-7 will be paper-based assessments for all students and for students in Grades 8-10 with an IEP or 504 plan that specifies a paper-based accommodation. (Paper-based and online FSA ELA Practice Writing tests are available on the FSA portal so that students have an opportunity to practice with both administration formats.)

The following FSA ELA Writing Practice Tests are available on the FSA portal:

**Elementary Grade Band**

Grade 4 - Informative/Explanatory

Grade 5 - Opinion

**Middle Grade Band**

Grade 6 - Informative/Explanatory

Grade 7 - Argumentation

Grade 8 - Informative/Explanatory

**High School Grade Band**

Grade 9 - Argumentation

Grade 10 - Informative/Explanatory

Grade 5 Opinion Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained opinion with little or no loosely related material</li> <li>• Skillful 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 with a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained opinion, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	
<i>Continued on the following page</i>			



# FSA ELA Writing Rubric

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Partially focused opinion but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Inappropriate or ineffective domain-specific vocabulary</li> <li>Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Absent, confusing, or ambiguous opinion</li> <li>Frequent extraneous ideas impeding understanding</li> <li>Few or no transitional strategies</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited or inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>



Office of Assessment  
Florida Department of Education, Tallahassee, Florida  
Copyright © 2015 State of Florida, Department of State