FINAL

English Language Arts
Text-based Writing Rubrics
Grades 4–5: Informative/Explanatory

Florida Standards Assessments

UPDATED OCTOBER 2014
### Grades 4–5

**Informative/Explanatory Text-based Writing Rubric**

(Score points within each domain include most of the characteristics below.)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:  
- Strongly maintained controlling idea with little or no loosely related material  
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas  
- Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion | 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. The response includes most of the following:  
- Relevant evidence integrated smoothly and thoroughly with references to sources  
- Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text  
- Clear and effective expression of ideas, using precise language  
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose  
- Varied sentence structure, demonstrating language facility | |
| 3     | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:  
- Maintained controlling idea, though some loosely related material may be present  
- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  
- Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:  
- Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent  
- Adequate use of some elaborative techniques  
- Adequate expression of ideas, employing a mix of precise and general language  
- Domain-specific vocabulary generally appropriate for the audience and purpose  
- Some variation in sentence structure | |
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| 2     | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:  
  - Partially focused controlling idea, but insufficiently sustained or unclear  
  - Inconsistent use of transitional strategies with little variety  
  - Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:  
  - Weakly integrated evidence from sources and erratic or irrelevant references  
  - Repetitive or ineffective use of elaborative techniques  
  - Imprecise or simplistic expression of ideas  
  - Inappropriate or ineffective domain-specific vocabulary  
  - Sentences possibly limited to simple constructions | The response demonstrates an adequate command of basic conventions. The response may include the following:  
  - Some minor errors in usage, but no patterns of errors  
  - Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1     | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:  
  - Confusing or ambiguous ideas  
  - Frequent extraneous ideas impeding understanding  
  - Few or no transitional strategies  
  - Too brief to demonstrate knowledge of focus or organization | The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:  
  - Minimal, absent, erroneous, or irrelevant evidence from the source material  
  - Expression of ideas that is vague, lacks clarity, or is confusing  
  - Limited or inappropriate language or domain-specific vocabulary  
  - Sentences limited to simple constructions | The response demonstrates a partial command of basic conventions. The response may include the following:  
  - Various errors in usage  
  - Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0     | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. |