

SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 4th Grade Informational Task “Animals and Their Surroundings”)

4-Point Informational Performance Task Writing Rubric (Grades 3-5)

Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

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<p>Rationale & Evidence</p>	<p>Score: 3</p> <p>The response has an evident organizational structure that is sustained between and within paragraphs. The controlling idea, which also serves as the introduction, is clear (<i>Animals live in all kinds of habitats. Most of the time animals have to change to fit their surroundings.</i>) and the focus is adequately sustained for the purpose and audience. There is adequate use of transitional strategies (<i>In the desert..., Some animals live in the water..., Forests are also great habitats; ...many animals dig borrows to keep cool. They also keep cool by...</i>). There is an adequate progression of ideas from beginning to end, as well as adequate connections between and among ideas (<i>...oak trees are big food supplies to many animals. They make animals want to live it forests.</i>) The use of a statement that is punctuated with an exclamation mark is an attempt at a conclusion, but it is weak because it is not clearly connected to the controlling idea.</p>
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Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

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Rationale & Evidence	<p>Score: 3</p> <p>The response provides adequate support/evidence for the controlling idea and includes the use of source material. The response adequately develops ideas (...<i>animals have to change to fit their surroundings....penguins have many layers of fat to keep warm</i>) and employs a mix of precise and general language (<i>These lakes and ponds are homes to beavers, fish, and all kinds of great animals.</i>) Adequate evidence (facts and details) from the source materials is integrated and relevant (<i>The day is a lot hotter then the night so some dessert animals only come out in the night.</i>). There is adequate use of citations (each of the three sources is cited), and adequate use of some elaborative techniques (<i>Animals love to eat acorns.</i>) The vocabulary is generally appropriate for the audience and purpose (<i>They also huddle close together to stay warm.</i>), and a generally appropriate style is evident (<i>The dams make great lakes and ponds....Forests are also great habitats.</i>) There is a reliance on the word “great” which is repeated a number of times.</p>
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	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose
Rationale & Evidence	<p>Score: 2</p> <p>The response demonstrates an adequate command of conventions. There are no errors in sentence formation, punctuation, or capitalization; however, there are a few spelling errors (<i>borrow</i>s, <i>desserts</i>, <i>then</i>) and a few word choice errors (<i>they</i>, <i>it</i>), the latter of which may have been caused by haste.</p>			

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.