Ohio’s State Tests

English Language Arts
Informative/Explanatory Writing Rubric
Grades 3–5

UPDATED October 2016
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-points)</th>
<th>Evidence and Elaboration (4-points)</th>
<th>Conventions of Standard English (Begin 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:  
  - A 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:  
  - A 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 |  |
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-points)</th>
<th>Evidence and Elaboration (4-points)</th>
<th>Conventions of Standard English (2-points)</th>
</tr>
</thead>
</table>
| 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:  
  - A 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 awareness of the purpose, audience, and task; and it may have a limited controlling idea or discernible organizational structure. The response may include the following:  
  - Confusing or ambiguous ideas  
  - Frequent extraneous ideas impeding understanding  
  - Few 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 use of sources, facts, and details. The response may include the following:  
    - Minimal, erroneous, or irrelevant evidence or citations 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 is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea and it has no focus or discernible organizational structure. The response may:  
  - Be blank or show a written refusal to answer  
  - Be presented in a language other than English  
  - Include only a restatement of the stem  
  - Consist of random keystroke characters  
  - Include only bulleted points  
  - Include no transitional strategies  
  - The response provides no support/evidence related to a main idea and includes no use of sources, facts or details. The response may include:  
    - Only direct copy of part of the reading selection  
    - No citations from the source material  
    - No relevant domain-specific vocabulary  
    - No evidence from the support material(s) | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. |