

ClearSight

ClearSight Grades 3, 4, and 5 Informative Rubric

This rubric provides the scoring criteria for the Informative writing prompts in grades 3 through 5 that occur in the Checkpoint and Interim forms. The writing prompt item is worth a total of 10 points with those points being distributed across three categories of scoring criteria—Conventions (worth a maximum 2 points), Elaboration (worth a maximum 4 points), and Organization (worth a maximum 4 points).

These writing prompts assess the following Common Core State Standards:

Domain:

W: Writing Standards.

Cluster:

W|3.A, 4.A, 5.A: Text Types and Purposes.

Standards:

W.3.2a: Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.4.2a: Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2a: Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ClearSight Grades 3, 4, and 5 Informative Rubric (cont.)

	4 points	3 points	2 points	1 point	0 points
Organization (4 points)	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion 	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak 	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>

ClearSight Grades 3, 4, and 5 Informative Rubric (cont.)

	4 points	3 points	2 points	1 point	0 points
Elaboration (4 points)	<p>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:</p> <ul style="list-style-type: none"> • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>
Conventions (2 points)	N/A	N/A	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling 	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>