

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Narrative Text-Based Writing Rubric, Grades K-2			
(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)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness.</p> <p>The response includes most the following:</p> <ul style="list-style-type: none"> • Beginning establishes engaging context for story line/events (e.g., asks a question; starts with action or feelings) • Effectively presents and maintains focus (controlling idea) of story line • Has a beginning, middle, and an ending with a sense of closure (e.g., a lesson learned – next time . . . ; he never did that again) • Variety of transitions used appropriately • Chronology is logical 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant, concrete details create vivid images or ideas • Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawings, dictation, and writing (grade K) • Event/series of events is/are supported with key elements (grades K-2) • Has title (grades 1-2) and clear focus (grades K-2) • Clear order of events; provides a reaction (grade K) • Has beginning, middle, and end or problem-solution (grades 1-2) • Uses basic transitions (e.g., before, after, then, next, later) to show event order or chronology (grades 1-2) 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Details include nouns, verbs, and adjectives • May use dialogue, sensory or concrete details for effect (grades 1-2) • Elaborates on actions, reactions, motivations, thoughts, or feelings orally or in writing 	

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

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Narrative Text-Based Writing Rubric, Grades K-2, continued
 (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)
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 inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Beginning has some context (when, why, etc.) for story line/events • Includes key elements (characters, problem or main event) and attempts to establish a central focus • Has beginning, middle, and end, but some parts need work or need more clarity (e.g., may have digressions or gaps in the story, sequence or connection of events is not clear) • Transitions are lacking or cause confusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Some elaboration strategies are evident in drawings or writing, or added with support/questioning from peers or adults • Uses some details or dialogue to elaborate on images or ideas (actions, thoughts, feelings) 	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Has few or no errors in grammar, word usage, mechanics as appropriate to grade (e.g., uses conventional spelling for words with common patterns)
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 little or no discernible organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Beginning may have confusing context or no context for story line/events • Lacks key elements of the story line/events (character/s, problem, or main event) • Attempts a beginning, middle, and end, but one or more parts are missing or generic (e.g., once upon a time . . ., the end) 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Attempts to add details to drawings or writing are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line • May identify literary elements (characters, setting, action) without any added description or details 	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses grade-appropriate basic mechanics and word use with some errors
0			<p>The response demonstrates a lack of grade-appropriate mechanics, with frequent errors.</p>

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Informative/Explanatory Text-Based Writing Rubric, Grades K-2
 (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)
4	<p>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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Explains something more about the topic or a connection is made between topic and broader idea/s • Clearly presents the topic and focus/controlling idea • Intro, body, and conclusion support focus • Uses several transitions appropriately (e.g., because, since, and, but, also, for example) to connect or group ideas 	<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> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Has a depth of information, insightful • Elaborates using a variety of relevant details, definitions, examples, quotes, text evidence to support focus/concepts 	
3	<p>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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Topic (context) and focus/controlling idea are clearly stated (grades K-2) • Has overall coherence (grades K-2) • Provides a concluding statement or section (grades 1-2) 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Some authentic details, definitions, facts, text evidence support focus • Adds labels or captions to illustration, drawing, visuals, charts/tables, or diagram to enhance details, facts, and ideas 	

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Informative/Explanatory Text-Based Writing Rubric, Grades K-2, continued
(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)
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 a controlling idea with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Has topic and attempts a focus/information, but focus may shift or not be relevant to the topic chosen • Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect ideas, but may not be logical or make sense) 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Some elaboration strategies are evident in drawings or writing (grades K-2), or with support/questioning from peers or adults (grades K-1) • Ideas may not be fully elaborated or details may be insufficient to support topic 	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Has few or no errors in grammar, word usage, or mechanics as appropriate to grade
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 little or no discernible controlling idea or organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Attempts to identify a topic, but lacks a focus or may have more than one topic or confusing topic as stated • Attempts introduction, body, and conclusion, but one or more parts are missing 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant 	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses grade-appropriate basic mechanics and word use with some errors
0			<p>The response demonstrates use of below grade-level basic mechanics, with frequent errors.</p>

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Opinion Text-Based Writing Rubric, Grades K-2

(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)
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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Explains something more about the text/topic • A connection is made between this text/topic and broader idea (e.g., another text/source by the same author, another text/source on same topic) • Intro, body, and conclusion support focus and reason/s • Uses several transitions appropriately (e.g., because, since, and, also, for example) to connect ideas 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Elaborates using a variety of relevant text/topic source evidence, including details, examples, quotes to support focus (opinion) or explain reasons • May use figurative language (e.g., imagery, simile, exaggeration) 	
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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Context includes title of text/topic source (grades K-2) and author, if text is used (grade 2) • Focus/controlling idea (opinion) is clearly stated (grades K-2) • Has intro, body, and concluding statement or section (grades 1-2) that support focus (opinion) • States one or more reasons for opinion (grades 1-2) • Uses transitions (e.g., because, and) to connect ideas (grade 2) 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Drawings or writing include relevant and descriptive details, labels/captions, facts, or text/topic source evidence that support the opinion or reasons • Details are explained, not simply listed 	

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Opinion Text-Based Writing Rubric, Grades K-2, continued
(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)
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"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Has topic and attempts a focus (opinion), but focus may shift or not be relevant to text, if text is used • Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to something in the text/topic, but reason may not make sense) 	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes ineffective use of details. The response may include the following:</p> <ul style="list-style-type: none"> • Some elaboration strategies are evident in drawings or writing (grades K-2), or added with support/questioning from peers or adults • Ideas may not be fully elaborated or details may be insufficient to support opinion 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Has few or no errors in grammar, word usage, or mechanics as appropriate to grade
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"> • Uses a combination of drawing, dictation, and writing (grade K) to compose • Lacks a focus (opinion) • Response relies mostly on personal ideas that are not supported with what is in the text, if text is used • Attempts introduction, body, and conclusion, but one or more parts are missing 	<p>The response provides minimal support/evidence for the writer’s opinion, including little if any use of details. The response may include the following:</p> <ul style="list-style-type: none"> • No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Uses grade-appropriate basic mechanics and word use with some errors
0			<p>The response demonstrates use of below grade-level basic mechanics, with frequent errors.</p>

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Narrative Text-Based Writing Rubric, Grades 3-5 (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)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Beginning may have engaging context or “hook” for story line (e.g., quote, action, personal remark/reflection, question) • Effectively presents and maintains central focus of story line and theme • Has a cohesive beginning, middle, and ending with a sense of closure (e.g., a lesson learned – next time . . . , he never did that again) • Uses a variety of transitions effectively 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant, concrete details create vivid images or events • Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Establishes adequate context for story line, supported with key elements • Has a clear central focus (controlling idea) • Introduces the narrator • Has overall coherence: beginning, middle, and end or series of events unfold naturally and support the focus • Uses transitions to establish event order and/or pacing • Chronology of events is logical and clear 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Uses narrative strategies (dialogue, sensory or concrete details, description, pacing) to advance the story line • Elaborates sufficiently on actions, reactions, motivations, thoughts, or feelings 	

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

**Narrative Text-Based Writing Rubric, Grades 3-5, continued
(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)
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 inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Beginning has some context for story line/events • Includes key elements (setting, situation, character/s, problem/conflict) and attempts to establish a central focus • Has basic organizational structure, but may need work within paragraphs (e.g., topic sentence and supporting details) or more overall clarity (e.g., may have digressions or gaps in the story) • Uses basic transitional words and phrases 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes the partial use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Some elaboration strategies are evident • Details or dialogue used may not be sufficient to develop or elaborate on images, actions, events, thoughts, or feelings presented 	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses resources to edit • Has few or no errors in grammar, word usage, mechanics
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 little or no discernible organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Beginning may have confusing context or no context for story line • Lacks a central focus or some key elements of the story line (setting, situation, character, problem/conflict) • Attempts to establish a series of connected events (beginning, middle, and end), but one or more parts are missing • May seem choppy, events/characters lack overall coherence 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Attempts to add details that are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line • May identify literary elements (characters, setting, action) without any added description or details 	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> • Uses support/resources to edit • Uses grade-appropriate basic mechanics and word use with minimal errors
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Informative/Explanatory Text-Based Writing Rubric, Grades 3-5
 (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)
4	<p>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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • 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 	<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> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • 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/source • 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	<p>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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • 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 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • 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 	

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Informative/Explanatory Text-Based Writing Rubric, Grades 3-5, continued
 (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)
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 a controlling idea with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> 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 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> 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 	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
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 little or no discernible controlling idea or organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that are vague, lack clarity, or are confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Opinion Text-Based Writing Rubric, Grades 3-5 (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)
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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained opinion 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 with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text/source • 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	<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.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained opinion, 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 with a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • 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 	

Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

These writing rubrics are appropriate for use with or without text.

Opinion Text-Based Writing Rubric, Grades 3-5, continued
 (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)
2	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: <ul style="list-style-type: none"> • Partially focused opinion, but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 no discernible opinion and little or no discernible organizational structure. The response may include the following: <ul style="list-style-type: none"> • Absent, confusing, or ambiguous opinion • 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 writer’s opinion, including little if any use of sources, facts, and details. The response may include the following: <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence from the source material • Expression of ideas that are vague, unclear, or 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: <ul style="list-style-type: none"> • 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.