



Grades K-2 Informational/Explanatory Writing Rubric—BETA Version

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off-task. D: Does not address additional demands, or attempts lack focus or are off-task.		Adds prompt but focus is uneven. D: Attempts to address additional demands but may be uneven.		Adds prompt appropriately with a steady focus; stays on task. D: Addresses additional demands sufficiently.		Adds all aspects of prompt with a developed and consistent focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.	
Controlling Idea	Lacks a clear topic or controlling idea.		Names a topic or controlling idea, though may lack clarity or credibility.		Names a credible topic or controlling idea.		Names and maintains a strong and credible topic or controlling idea.	
Reading/Research (when applicable)	Provides details not connected to the reading materials or to the prompt.		Provides some details from reading materials but lacks accuracy or relevance.		Accurately provides some details from reading materials relevant to the prompt.		Accurately and effectively provides key details from reading materials relevant to the prompt.	
Development	Does not provide details or is off-task.		Provides some details that support the focus and controlling idea.		Provides appropriate details that support the focus and controlling idea.		Provides key details that strongly support the focus and controlling idea.	
Organization	Lacks organization of topic and information.		Attempts to organize topic and information.		Demonstrates some elements of organization: including an introduction of topic, supporting details, and/or closure or a concluding statement or section.		Demonstrates elements of organization: including an introduction, supporting details, and closure or a concluding statement or section.	
Conventions ¹	Lacks control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few miscues, as appropriate to grade level.		Demonstrates and maintains a well-developed command of standard English conventions, with few miscues, as appropriate to grade level.	
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of topic or disciplinary content.		Presents generally accurate topic or disciplinary content.		Presents relevant and accurate disciplinary content to enhance understanding of topic.	

¹ Grade level refers to CCSS grade level reading, foundational, and language standards appropriate to the time of year and the student's language development stage.



Grades K-2 Opinion Writing Rubric—BETA Version

Scoring Elements	Not Yet		Approaches Expectations			Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4		
Focus	Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.	Lacks a preference, opinion, or claim.	Adds prompt and provides a position but focus is uneven. D: Attempts to address additional demands are uneven.	States a preference, opinion, or claim.	Provides details from reading materials relevant to the purpose of the prompt but lacks accuracy or relevance.	Provides reasons that support the preference, opinion, or claim.	Attempts to organize ideas.	Demonstrates an uneven command of standard English conventions appropriate to grade level.	Shows basic or uneven understanding of topic or disciplinary content.
Controlling Idea	Lacks a preference, opinion, or claim.	Lacks a preference, opinion, or claim.	States a preference, opinion, or claim.	States a credible preference, opinion, or claim.	Addresses prompt appropriately with a steady focus and provides a position; stays on task. D: Addresses additional demands sufficiently.	States a credible preference, opinion, or claim.	States and maintains a credible preference, opinion, or claim.	Addresses all aspects of prompt with a strong focus and provides convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.	States and maintains a credible preference, opinion, or claim.
Reading/Research (when applicable)	Provides information not connected or relevant to the reading materials or purpose of the prompt.	Lacks reasons that support preference, opinion, or claim.	Provides details from reading materials relevant to the purpose of the prompt but lacks accuracy or relevance.	Provides reasons that support the preference, opinion, or claim.	Provides sufficient reasons that support the preference, opinion, or claim.	Accurately provides details from reading materials that support the preference, opinion, or claim.	Accurately and effectively provides key details from reading materials that support the preference, opinion, or claim.	Provides sound reasons and key details that support the preference, opinion, or claim.	Provides sound reasons and key details that support the preference, opinion, or claim.
Development	Lacks reasons that support preference, opinion, or claim.	Lacks reasons that support preference, opinion, or claim.	Provides reasons that support the preference, opinion, or claim.	Provides sufficient reasons that support the preference, opinion, or claim.	Provides sufficient reasons that support the preference, opinion, or claim.	Provides sufficient reasons that support the preference, opinion, or claim.	Provides sound reasons and key details that support the preference, opinion, or claim.	Provides sound reasons and key details that support the preference, opinion, or claim.	Provides sound reasons and key details that support the preference, opinion, or claim.
Organization	Lacks organization of ideas.	Lacks organization of ideas.	Attempts to organize ideas.	Attempts to organize ideas.	Attempts to organize ideas.	Attempts to organize ideas.	Demonstrates some elements of organization: including an introduction of topic or book, supporting reasons, and/or closure, a concluding statement, or section.	Demonstrates elements of organization: including an introduction of topic or book, supporting reasons, and closure or a concluding statement or section.	Demonstrates elements of organization: including an introduction of topic or book, supporting reasons, and closure or a concluding statement or section.
Conventions ¹	Lacks control of grammar, usage, and mechanics appropriate to grade level.	Lacks control of grammar, usage, and mechanics appropriate to grade level.	Demonstrates an uneven command of standard English conventions appropriate to grade level.	Demonstrates an uneven command of standard English conventions appropriate to grade level.	Demonstrates an uneven command of standard English conventions appropriate to grade level.	Demonstrates an uneven command of standard English conventions appropriate to grade level.	Demonstrates a command of standard English conventions, with few miscues, as appropriate to grade level.	Demonstrates a command of standard English conventions, with few miscues, as appropriate to grade level.	Demonstrates and maintains a well-developed command of standard English conventions, with few miscues, as appropriate to grade level.
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.	Content is irrelevant, inappropriate, or inaccurate.	Shows basic or uneven understanding of topic or disciplinary content.	Shows basic or uneven understanding of topic or disciplinary content.	Shows basic or uneven understanding of topic or disciplinary content.	Shows basic or uneven understanding of topic or disciplinary content.	Presents generally accurate topic or disciplinary content.	Presents relevant and accurate disciplinary content to demonstrate in-depth understanding.	Presents relevant and accurate disciplinary content to demonstrate in-depth understanding.

¹ Grade level refers to CCSS grade level reading, foundational, and language standards appropriate to the time of year and the student's language development stage.



Grades 3-5 Informational/Explanatory Writing Rubric—BETA Version

Scoring Elements	Approaches Expectations					Meets Expectations		Advanced	
	Not Yet 1	1.5	2	2.5	3	3.5	4		
Focus	Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.	Attempts to address prompt but lacks focus or uneven focus. D: Attempts to address additional demands are uneven.	Addresses prompt appropriately, but with a weak or uneven focus. D: Attempts to address additional demands are uneven.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.			
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.	Establishes a controlling idea with a general purpose, though may lack clarity or credibility.	Establishes a credible controlling idea with a clear purpose maintained throughout the response.	Establishes a credible controlling idea with a clear purpose maintained throughout the response.	Establishes a credible controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.			
Reading/ Research (when applicable)	Attempts to present information from reading materials but lacks connections or relevance to the purpose of prompt.	Presents some information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents sufficient details from reading materials relevant to the purpose of the prompt.	Accurately presents sufficient details from reading materials relevant to the purpose of the prompt.	Accurately and effectively presents information and concrete details from reading materials that are relevant to all parts of the prompt.				
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and concrete details to strongly support the focus and controlling idea.				
Organization	Attempts to organize ideas but lacks control of structure.	Uses an appropriate structure to address the specific requirements of the prompt, with minor lapses in coherence and/or structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.	Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.				



Grades 3-5 Informational/Explanatory Writing Rubric—*BETA* Version

Conventions ¹	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.	Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features.	Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding	Attempts to include disciplinary content in explanations but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

¹ Grade level refers to CCSS grade level reading, foundational, and language standards appropriate to the time of year and the student's language development stage.



Grades 3-5 Opinion/Argumentation Writing Rubric—BETA Version

Scoring Elements	Not Yet		Approaches Expectations			Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4		
Focus	Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.		Addresses prompt appropriately, but with weak or uneven focus. D: Attempts to address additional demands are uneven.		Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.		
Controlling Idea	Attempts to establish an opinion or claim but lacks a clear purpose.		Establishes an opinion or claim.		Establishes a credible opinion or claim.		Establishes and maintains a substantive and credible opinion or claim.		
Reading/Research (when applicable)	Attempts to provide information from reading materials but lacks connections or relevance to purpose of prompt.		Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim.		Accurately and effectively provides concrete details from reading materials to support opinion or claim.		
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations.		Provides appropriate and sufficient details to support and develop the focus, opinion, or claim.		Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim.		
Organization	Attempts to organize ideas but lacks control of structure.		Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence.		Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim.		Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim.		



Grades 3-5 Opinion/Argumentation Writing Rubric—BETA Version

Conventions ¹	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. Sources not listed.	Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.	Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

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