

## MGA ELA Scoring Rubric: Grades 4–5

For writing focused on W.1 and W.2

Please use this construct to frame the scoring of student responses:

- 3 – effective (to highly effective)
- 2 – adequate
- 1 – limited/inconsistent
- 0 – minimal/insufficient

### Written Expression

Score	Organization
3	<p><b>Response is consistently and clearly focused. Organization is purposeful and effective.</b></p> <ul style="list-style-type: none"> <li>• Clearly communicates/introduces an opinion or controlling idea of a topic.</li> <li>• Groups related information together effectively.</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons.</li> <li>• Provides a concluding statement related to the topic or opinion.</li> </ul>
2	<p><b>Response is generally focused. Organization is evident and provides an adequate sense of completeness.</b></p> <ul style="list-style-type: none"> <li>• Communicates/introduces an opinion or controlling idea of a topic.</li> <li>• Groups related information together most of the time.</li> <li>• Uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons.</li> <li>• Provides concluding statement that mostly relates to the topic or opinion.</li> </ul>
1	<p><b>Response is somewhat focused. Organization is limited and inconsistent, with some evident flaws.</b></p> <ul style="list-style-type: none"> <li>• Ineffectively communicates/introduces an opinion or controlling idea of a topic that may require inferences.</li> <li>• Groups related information together somewhat, with many ideas only loosely connected.</li> <li>• Inconsistently uses some linking words to connect ideas within categories of information or to connect opinions and reasons.</li> <li>• Provides a concluding statement that may not be directly related to the topic/opinion.</li> </ul>
0	<p><b>Response has limited or no focus. Organization is minimal or nonexistent.</b></p> <ul style="list-style-type: none"> <li>• Provides no opinion or controlling idea, or the opinion or controlling idea is difficult to infer.</li> <li>• Groups information with minimal or no clear connections or relationships.</li> <li>• Uses few, if any, linking words to connect ideas.</li> <li>• Provides no concluding statement, or the concluding statement is difficult to discern.</li> </ul>

**Written Expression**

Score	Purpose and Development
3	<p><b>Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.</b></p> <ul style="list-style-type: none"> <li>• Develops topic in a manner that is appropriate to task, purpose, and audience.</li> <li>• Provides effective development of the topic using clear reasoning.</li> <li>• Supports reasons or topic using relevant facts, concrete details, quotations, or other information and examples.</li> </ul>
2	<p><b>Response is mostly appropriate to task and purpose and provides sufficient development of ideas using mostly clear reasoning and mostly relevant, text-based support.</b></p> <ul style="list-style-type: none"> <li>• Develops topic in a way that is mostly appropriate to task, purpose, and audience.</li> <li>• Provides adequate development of the topic using mostly clear reasoning.</li> <li>• Supports topic using mostly relevant facts, concrete details, quotations, or other information and examples from the text.</li> </ul>
1	<p><b>Response is somewhat appropriate to task and/or purpose, providing limited or uneven development of ideas using somewhat vague reasoning and limited text-based support.</b></p> <ul style="list-style-type: none"> <li>• Develops topic in a way that is somewhat appropriate to task and/or purpose.</li> <li>• Provides development that is uneven or limited, with reasoning that is somewhat vague.</li> <li>• Provides some reasoning, but reasoning may be vague showing weak connections and relationships.</li> <li>• Supports topic with limited facts, vague details, and/or limited quotations, information, and/or examples from the text.</li> </ul>
0	<p><b>Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.</b></p> <ul style="list-style-type: none"> <li>• Develops topic in a way that is inappropriate to task or purpose.</li> <li>• Provides little to no development of ideas, with no discernible reasoning.</li> <li>• Provides development like listing or naming without making any connections that show relationships or reasoning.</li> <li>• Provides little to no support.</li> </ul>

### Knowledge of Language and Conventions

Score	Knowledge of Language and Conventions
2	<p><b>Response demonstrates command of conventions.</b></p> <ul style="list-style-type: none"> <li>• There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear.</li> <li>• To achieve a score of 2, the response will contain 5+ sentences of student’s own writing. Note: Factors like complex sentence construction and quote integration may compensate for a lower sentence count.</li> </ul>
1	<p><b>Response demonstrates partial command of conventions.</b></p> <ul style="list-style-type: none"> <li>• A few patterns of errors in punctuation, capitalization, grammar, and usage begin to impede understanding.</li> <li>• Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense.</li> <li>• Student response has insufficient original writing to determine “command” at the Score 2 level.</li> </ul>
0	<p><b>Response demonstrates little or no command of conventions.</b></p> <ul style="list-style-type: none"> <li>• Patterns of errors in punctuation, capitalization, grammar, and usage impede understanding.</li> <li>• Patterns of errors cause the reader to stop to reread; they force the reader to repeatedly infer word/grammar corrections to build sense in the writing.</li> <li>• Student response is insufficient for scoring (two sentences or less).</li> </ul>

CCSS * Indicates Progressive	Knowledge of Language and Conventions Grades 4–5 (and all previous grade 3 skills)
L.4.1–L.5.1	<i>Demonstrate command of the conventions of standard English <b>grammar and usage</b> when writing or speaking.</i>
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	Form and use prepositional phrases.
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	Correctly use frequently confused words (e.g., to, too, two; there, their).*
L.4.2–L.5.2	<i>Demonstrate command of the conventions of standard English <b>capitalization, punctuation, and spelling</b> when writing.</i>
	Use correct capitalization.
	Use commas and quotation marks to mark direct speech and quotations from a text.
	Use a comma before a coordinating conjunction in a compound sentence.