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	**Response is consistently and clearly focused. Organization is purposeful and effective.** • Clearly communicates/introduces an opinion or controlling idea of a topic. • Groups related information together effectively. • Effectively uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons. • Provides a concluding statement related to the topic or opinion.
2	**Response is generally focused. Organization is evident and provides an adequate sense of completeness.** • Communicates/introduces an opinion or controlling idea of a topic. • Groups related information together most of the time. • Uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons. • Provides concluding statement that mostly relates to the topic or opinion.
1	**Response is somewhat focused. Organization is limited and inconsistent, with some evident flaws.** • Ineffectively communicates/introduces an opinion or controlling idea of a topic that may require inferences. • Groups related information together somewhat, with many ideas only loosely connected. • Inconsistently uses some linking words to connect ideas within categories of information or to connect opinions and reasons. • Provides a concluding statement that may not be directly related to the topic/opinion.
0	**Response has limited or no focus. Organization is minimal or nonexistent.** • Provides no opinion or controlling idea, or the opinion or controlling idea is difficult to infer. • Groups information with minimal or no clear connections or relationships. • Uses few, if any, linking words to connect ideas. • Provides no concluding statement, or the concluding statement is difficult to discern.

Written Expression

Score	Purpose and Development
3	**Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.** • Develops topic in a manner that is appropriate to task, purpose, and audience. • Provides effective development of the topic using clear reasoning. • Supports reasons or topic using relevant facts, concrete details, quotations, or other information and examples.
2	**Response is mostly appropriate to task and purpose and provides sufficient development of ideas using mostly clear reasoning and mostly relevant, text-based support.** • Develops topic in a way that is mostly appropriate to task, purpose, and audience. • Provides adequate development of the topic using mostly clear reasoning. • Supports topic using mostly relevant facts, concrete details, quotations, or other information and examples from the text.
1	**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.** • Develops topic in a way that is somewhat appropriate to task and/or purpose. • Provides development that is uneven or limited, with reasoning that is somewhat vague. • Provides some reasoning, but reasoning may be vague, showing weak connections and relationships. • Supports topic with limited facts, vague details, and/or limited quotations, information, and/or examples from the text.
0	**Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.** • Develops topic in a way that is inappropriate to task or purpose. • Provides little to no development of ideas, with no discernible reasoning. • Provides development like listing or naming without making any connections that show relationships or reasoning. • Provides little to no support.

Knowledge of Language and Conventions

Score	Knowledge of Language and Conventions
2	**Response demonstrates command of conventions.** • There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear. • 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.
1	**Response demonstrates partial command of conventions.** • A few patterns of errors in punctuation, capitalization, grammar, and usage begin to impede understanding. • Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense. • Student response has insufficient original writing to determine "command" at the Score 2 level.
0	**Response demonstrates little or no command of conventions.** • Patterns of errors in punctuation, capitalization, grammar, and usage impede understanding. • 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. • Student response is insufficient for scoring (two sentences or less).

CCSS * Indicates Progressive	Knowledge of Language and Conventions Grades 4–5 (and all previous grade 3 skills)
L.4.1–L.5.1	*Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.*
	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	*Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.*
	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.