TNReady Grades 4-5 Informational/Explanatory Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing:	In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence² from the stimuli to thoroughly and insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.	The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary ³ appropriate to the task. • utilizes sophisticated and varied transitional words and phrases.	The writing: • demonstrates consistent and sophisticated command of gradelevel conventions of standard written English. ⁴ • may contain a few minor errors that do not interfere with meaning.
3	 In response to the task and the stimuli, the writing: contains a relevant introduction. utilizes adequate organizational strategies to group related information logically¹ and to aid in comprehension. adequately establishes most relationships among ideas and concepts. contains a relevant concluding statement or section. 	In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence² from the stimuli to adequately develop the topic. • adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.	The writing: • illustrates consistent command of precise language and domain-specific vocabulary. ³ • utilizes appropriate and varied transitional words and phrases.	The writing: • demonstrates consistent command of grade-level conventions of standard written English. 4 • contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to group related information, but ideas may be hard to follow at times. • establishes some relationships between ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.	In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence² from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.	The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary.³ • utilizes basic or repetitive transitional words and phrases.	The writing: demonstrates inconsistent command of grade-level conventions of standard written English. contains frequent errors that may significantly interfere with meaning.
1	 In response to the task and the stimuli, the writing: contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas may be hard to follow most of the time. fails to establish relationships between ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence² from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.	 The writing: illustrates little to no use of precise language and domain-specific vocabulary.³ utilizes no or few transitional words and phrases. 	The writing: demonstrates limited command of grade-level conventions of standard written English. contains numerous and repeated errors that seriously impede meaning.

¹ Logic is expected at grade 5.



² Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

³ Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

⁴ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.