

STATE ASSESSMENT RUBRICS

Ohio's State Test Holistic Informative/Explanatory Writing Rubric, Grades 3-5

Grades 3-5

10 points total

3 criteria

OH

State assessment rubrics

The Ohio's State Test Holistic Informative/Explanatory Writing Rubric, Grades 3-5 scored out of 10 points across 3 criteria, for informative writing at grades 3-5.

SOURCE AND ATTRIBUTION

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https://oh-ost.portal.cambiumast.com/content/contentresources/en/ELA_Rubric_Informational_G3-5.pdf

How it is scored

CRITERION	POINTS	LEVELS
Purpose, Focus, and Organization	4	4
Evidence and Elaboration	4	4
Conventions	2	3
Total	10	

The full rubric

Purpose, Focus, and Organization · 4 points

SCORE	WHAT EARNS IT
4 pts	The response is exemplary and reflects original writing throughout that directly addresses a clearly stated topic. It is focused on the audience and purpose of the task. The organizational structure creates clarity and completeness. The response includes most of the following: • a topic that is strongly maintained throughout, • little, if any, loosely related material, • a clearly evident organizational structure that includes a skillfully crafted introduction and conclusion, and • a logical progression of ideas that reflects a skillful use of transitional strategies to move from one idea to another.
3 pts	The response is adequate and reflects original writing that reasonably addresses a clearly stated topic. It is generally focused on the audience and purpose of the task. The organizational structure adequately reflects a sense of completeness. The response includes most of the following: • a topic that is evident throughout, • some loosely related material, • an adequate organizational structure that includes an introduction and a conclusion, and • a progression of ideas that includes basic transitional strategies to move from one idea to another.

SCORE	WHAT EARNS IT
2 pts	The response is limited and reflects some original writing that is related to the topic. It is partially focused on the audience and purpose of the task. The organizational structure is inconsistent. The response includes most of the following: • a topic that is limited, unclear, or insufficiently sustained, • some loosely related material, • an inconsistent organizational structure that has little or no evidence of an introduction or conclusion, and • an uneven progression of ideas with an inconsistent use of transitions.
1 pt	The response is minimal and reflects little original writing that may be loosely related to the topic. It reflects little awareness of the audience or purpose of the task. There is a minimally constructed topic with little or no obvious organizational structure. The response includes most of the following: • a topic that is minimal, confusing, or ambiguous, • loosely connected or unrelated material, • little or no evidence of an organizational structure, and • ideas that are minimally related to the topic with few transitions and little or no progression.

Evidence and Elaboration • 4 points

SCORE	WHAT EARNS IT
4 pts	The response is exemplary and includes thorough and convincing evidence that is directly related to the purpose of the task. It includes relevant evidence, facts, and details from all sources. Elaboration of evidence is focused, original writing and is clearly connected to the topic. The response includes most of the following: • strong evidence from all sources that is well integrated throughout, directly related to the task, and references the source(s), • clear connection between points and evidence, • effective use of a variety of relevant elaborative techniques (including but not limited to definitions and examples), and • use of precise academic and domain-specific vocabulary that is clearly appropriate for the task.
3 pts	The response is adequate and includes support or evidence that is related to the purpose of the task. It includes the use of evidence, facts, and details that are from all sources and generally connected to the topic. Elaboration of evidence is original writing but may be generalized. The response includes most of the following: • evidence from the sources that may not be specific but is generally integrated into the response and includes some reference to the source, • adequate connections between points and evidence, • adequate elaboration on the evidence included, and • academic and domain-specific vocabulary that is generally appropriate for the audience and purpose.
2 pts	The response is limited and includes uneven and cursory support and evidence related to the purpose of the task. There is an ineffective use of sources, facts, and details. Elaboration contains limited original writing. The response includes most of the following: • weakly integrated evidence from sources that may be erratic and may have some irrelevant references, • repetitive or ineffective use of elaborative techniques, and • limited or ineffective academic or domain-specific vocabulary.
1 pt	The response is minimal and includes little or no support or evidence related to the purpose of the task. There is little or no use of the sources and minimal inclusion of facts and details. The response includes most of the following: • minimal, erroneous, or irrelevant evidence or references from the source material, • elaboration that has no original text, is vague, lacks clarity, or is confusing, and • minimal or inappropriate academic or domain-specific vocabulary.

Conventions • 2 points

SCORE	WHAT EARNS IT
2 pts	The response demonstrates an adequate command of basic conventions. The response includes most of the following: • a few minor errors in usage, but no patterns of errors, • variation of sentence structure, and • adequate use of punctuation, capitalization, sentence formation, and spelling.
1 pt	The response demonstrates a partial command of basic conventions. The response includes most of the following: • various errors in usage, • simple sentence structures that do not vary, and • inconsistent use of correct punctuation, capitalization, sentence formation, and spelling that minimally impacts meaning.
0 pts	The response demonstrates a lack of command of conventions with frequent and severe errors often obscuring meaning.

Scoring record

Student	Assignment	Date	
CRITERION		SCORE	COMMENTS
Purpose, Focus, and Organization		/ 4	
Evidence and Elaboration		/ 4	
Conventions		/ 2	
Total		/ 10	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/oh-ost-ela-informative-g3-5