

MCAP Informative/Explanatory Rubric Grades 4-5

	4	3	2	1	0
WRITTEN EXPRESSION	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence. • Examines a topic and conveys ideas and information accurately and clearly. • Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Includes ideas that are presented clearly and logically from beginning to end; there are strong connections between and among ideas. 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence. • Examines a topic and conveys ideas and information clearly. • Develops mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. • Includes ideas that are presented from beginning to end; there are connections between and among ideas. 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of ideas in the texts by providing a generally accurate analysis supported with basic textual evidence. • Examines a topic and generally conveys ideas and information. • Develops generally clear and coherent writing in which the development, organization, and style are generally appropriate to task, purpose, and audience. • Includes ideas that are generally clear and logical but may be uneven; there are general connections between and among ideas. 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of ideas stated in the texts by providing a minimally accurate analysis supported with limited textual evidence. • Shows limited examination of the topic and minimally conveys ideas and information. • Shows limited development of writing in which the development, organization, and style are limited to task, purpose, and audience. • Includes ideas that are limited; there are minimally effective connections between and among ideas. 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates no understanding of ideas in the texts. The response provides inaccurate or no analysis and no textual evidence. • Examines and conveys missing or inaccurate ideas and information. • Lacks coherent writing, organization, and style for the task, purpose, and audience. • Includes ideas that are inappropriate, inaccurate, or ideas are missing; there are few or no connections between and among ideas.
WRITTEN CONVENTIONS		<ul style="list-style-type: none"> • The response demonstrates a full command of conventions of standard English at the appropriate level of complexity. • Sentence structures are varied, well-formed, and effectively controlled. • Grammar and usage are strong and effective, enhancing the content of the response. • Spelling, punctuation, and capitalization are mostly correct. 	<ul style="list-style-type: none"> • The response demonstrates a partial command of conventions of standard English at the appropriate level of complexity. • Sentences structures show some variety and are generally controlled. • Grammar and usage may be uneven and may occasionally impede understanding. • Spelling, punctuation, and capitalization are generally correct. 	<ul style="list-style-type: none"> • The response demonstrates little command of conventions of standard English at the appropriate level of complexity. • Sentence structure and control are limited. • Errors in grammar and usage may be frequent and may impede understanding. • Spelling, punctuation, and capitalization may be incorrect and/or unclear. 	<ul style="list-style-type: none"> • The response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. • Frequent and varied errors in mechanics, grammar, and usage impede understanding.