

APPENDIX R

ELA SCORING RUBRICS- MCAS-ALT

Grade 3-5 English Language Arts Rubric

Text-Based Essay

Idea Development		Conventions	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA ** • SELECTION AND EXPLANATION OF EVIDENCE/ DETAILS ** • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 		<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE AND MECHANICS 	
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence/details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing 	3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence/details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing 	2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence/details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing 	1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0***	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence/details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing 		
0***	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question. 		

**For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

***If a student receives a score of 0 on the Idea Development trait, s/he can receive a maximum of a score of 1 on the Conventions trait. Similarly, if a student receives a score of 0 on the Conventions trait, s/he can receive a maximum of a score of 1 on the Idea Development trait.

Text-Based Essay

Grade 6-8 English Language Arts Rubric

Text-Based Essay

Idea Development		Conventions	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA ** • SELECTION AND EXPLANATION OF EVIDENCE/ DETAILS ** • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 		<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE AND MECHANICS 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence/details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task/mode 	3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence/details • Effective organization • Clear expression of ideas • Full awareness of the task/mode 	2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence/details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task/mode 	1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0 ***	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence/details • Limited organization • Basic expression of ideas • Partial awareness of the task/mode 		
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence/details • Minimal organization • Poor expression of ideas • Minimal awareness of the task/mode 		
0 ***	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.		

**For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

***If a response receives score of 0 on the Idea Development trait it will receive a maximum score of 1 on the Conventions trait. Similarly, if a response receives a score of 0 on the Conventions trait it will receive a maximum score of 1 on the Idea Development trait.