Score	Explanation of Rubric
Fourth & Fifth Grade (State) Writing Rubric **Teacher Evaluative Scoring Rubric**	
6	• Addresses prompt • Exhibits logical organizational pattern (beginning, middle, and ending and uses transitional devices) • Uses ample supporting ideas, elaboration, and descriptive words • Demonstrates a sense of completeness or wholeness • Demonstrates a mature command of language, including precision in word choice • Writes with subject/verb agreement; verb and noun forms are generally correct • Uses complete sentences with a variety of sentence structures • Uses conventions consistently
5	• Addresses prompt • Exhibits an organizational pattern, although some lapses may occur • Includes adequate supporting ideas, elaboration, and descriptive words • Demonstrates a sense of completeness or wholeness • Uses adequate word choices but may lack precision • Uses complete sentences; a few fragments may occur, but does not impede understanding • Writes with occasional errors in subject/verb agreement • Uses a variety of sentence structures • Demonstrates knowledge of mechanics • Uses conventions consistently
4	• Focuses on prompt, but may include loosely related information • Exhibits an organizational pattern although some lapses may occur • Use of supporting ideas may contain specifics and details while others may not be developed • Uses adequate word choice • Demonstrates a sense of completeness • Attempts to use a variety of sentence structures although most are simple • Demonstrates knowledge of conventions
3	• Addresses prompt but may include some loosely related information • Attempts an organizational pattern and use of transitional devices • Uses adequate word choice but may be limited, predictable, or vague • Attempts to use a variety of sentence structures although most are simple • Demonstrates a knowledge of conventions although errors do occur
2	• Addresses prompt slightly • Does not exhibit an organizational pattern • Includes little relevant information • Uses few supporting ideas or examples • Use of word choice may be limited or immature • Includes frequent errors in conventions with simple sentence construction
1	• Addresses prompt minimally • Utilizes little development or supporting ideas • Includes unrelated information • Includes few, if any, transitional devices • Includes frequent errors in spelling, capitalization, punctuation and sentence structure which may impede communication • Uses limited, simple sentence construction
0	• Does not address prompt • Response is illegible • Refuses to write