

Ohio's State Test | INFORMATIVE/EXPLANATORY WRITING RUBRIC, GRADES 3-5

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility. 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

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

IDEAS

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WORD CHOICE

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CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies 	<p>The response provides no support/evidence related to a main idea and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No citations from the source material No relevant domain-specific vocabulary No evidence from the support material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Ohio's State Test | **OPINION WRITING RUBRIC, GRADES 3-5**

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained opinion with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained opinion, though some loosely related material may be present • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Ohio's State Test Opinion Writing Rubric, Grades 3-5

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A partially focused opinion but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A confusing, or ambiguous opinion Frequent extraneous ideas impeding understanding Few transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, unclear, or confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>This response is minimally related or unrelated to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies 	<p>The response provides no evidence related to the topic or the passages. It may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No relevant academic or domain-specific vocabulary No writer's opinion No evidence from the support material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Ohio's State Test | **INFORMATIVE/EXPLANATORY WRITING RUBRIC, GRADES 6-12**

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained controlling idea/thesis statement with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained controlling idea/thesis statement, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused controlling idea/thesis statement but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domainspecific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies 	<p>The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No citations from the source material No relevant domain-specific vocabulary No evidence from the support material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Ohio's State Test | ARGUMENTATION WRITING RUBRIC, GRADES 6-12

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained thesis statement with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the thesis statement, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained thesis statement, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established 	<p>The response provides adequate support, citing evidence for the writer's thesis statement that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Ohio's State Test Argumentation Writing Rubric, Grades 6-12

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENT. FLUENCY

CONVENTIONS

SCORE	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused thesis statement but insufficiently sustained or unclear Insufficiently addressed alternate or opposing claims* Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's thesis statement that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear thesis statement and a limited organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A confusing, or ambiguous thesis statement Confusing alternate or opposing claims* Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's thesis statement, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies Have no evidence of a thesis Have no evidence of a counterclaim 	<p>The response provides no evidence related to the argument, thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No relevant domain-specific vocabulary No evidence or citations from the source material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning</p>