ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 5 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, the scorer need only choose the description and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to three on one scale (conventions) and zero to four on the other (ideas). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the description and associated point value for each trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 5 English Language Arts (ELA) EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*
	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*

Four-Point Holistic Rubric

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

Georgia Milestones Grade 5 EOG Study/Resource Guide for Students and Parents

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/ explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Groups related ideas together logically to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses linking words and phrases to connect ideas within and across categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.* • Attempts to introduce a topic • Attempts to develop a topic with too few details • Attempts to group some related ideas together but organization is not clear • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that do not clearly explain the topic • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

*Note: Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait I for Opinion Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.*	4	*The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.* • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups the ideas and reasons to support the writer's purpose • Effectively develops the reasons that are supported by facts and details • Uses words, phrases, and clauses effectively to link opinion and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	*The student's response is a complete opinion piece that examines a topic and presents a point of view based on text.* • Introduces a topic and states an opinion • Provides some organizational structure to group ideas and reasons • Develops the topic and supports the opinion with facts and details • Uses some words, phrases, and clauses to link opinion and reasons • Provides a concluding statement or section related to the opinion presented
	2	*The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.* • Attempts to introduce a topic and state an opinion • Attempts to provide an organizational structure to group reasons, but structure is inconsistent • Attempts to develop the topic and support the opinion with facts and details • Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	*The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.* • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not develop the topic or support the opinion • May not use words or phrases to link opinion and reasons • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.