

ACAP SUMMATIVE GRADES 4 AND 5 INFORMATIVE/EXPLANATORY RUBRIC

Score	4	3	2	1	0
Purpose/Organization	<p>The response successfully addresses the task with an effective organizational structure, creating a sense of completeness, coherence, and cohesion. The response is fully developed with a controlling idea throughout.</p> <ul style="list-style-type: none"> • has a central idea of topic that is clearly conveyed; the focus is strongly maintained for the purpose, audience, and task • shows skillful use of varied and appropriate transitional words and phrases to link and/or differentiate ideas • has a strong organizational structure, including an effective introduction and conclusion • has logical progression of ideas from beginning to end with strong, effective connections between and among ideas 	<p>The response adequately addresses the task with an observable organizational structure and a sense of completeness, though some ideas may be loosely connected. The response is sufficiently developed with a controlling idea.</p> <ul style="list-style-type: none"> • has a central idea of topic that is mostly clear; the focus is adequately maintained for the purpose, audience, and task • shows adequate use of varied transitional words and phrases to link and/or differentiate ideas • has evident organizational structure, including an adequate introduction and conclusion • has adequate progression of ideas from beginning to end with appropriate connections between and among ideas 	<p>The response addresses the task with an inconsistent organizational structure. The response is somewhat developed and may drift from the controlling idea.</p> <ul style="list-style-type: none"> • has a central idea of topic that may be somewhat unclear; the focus may be insufficiently maintained for the purpose, audience, and task • shows limited or simplistic use of transitional words and phrases to link and/or differentiate ideas • has inconsistent organizational structure; the introduction or conclusion, if present, may be weak or ineffective • has inconsistent progression of ideas from beginning to end with unclear connections between and among ideas 	<p>The response attempts to address the task with little or no observable organizational structure. The response lacks relevant development and may provide only a minimal controlling idea.</p> <ul style="list-style-type: none"> • has a central idea of topic that may be confusing or vague; the response may be too brief; the focus may drift from the purpose, audience, or task • shows minimal or no transitional words and phrases to link and/or differentiate ideas • has a minimal organizational structure; the introduction and/or conclusion may be absent • has a limited progression of ideas with some unrelated or irrelevant content; ideas may be sequenced arbitrarily 	<p>The response is undeveloped and/or inappropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> • has a central idea of topic that is absent; the focus may be absent • may have no observable organizational structure

ACAP SUMMATIVE GRADES 4 AND 5 INFORMATIVE/EXPLANATORY RUBRIC

Score	4	3	2	1	0
Evidence/Elaboration	<p>The response addresses the task with thorough support for the controlling idea that includes the effective use of relevant sources, facts, and details. The response effectively develops ideas, using precise language.</p> <ul style="list-style-type: none"> includes comprehensive, relevant evidence from sources that is skillfully integrated effectively demonstrates a comprehensive understanding with skillful development using thorough evidence from the text; elaborative support may include (but is not limited to) relevant facts, descriptions, quotations, specific details, and examples uses vocabulary/word choice that is varied, precise, and appropriate for the audience and purpose uses varied sentence structure throughout the response that demonstrates syntactic fluency and successfully engages the audience demonstrates effective and appropriate style and tone that are relevant to the task and purpose 	<p>The response addresses the task with sufficient support for the controlling idea and includes the use of sources, facts, and details. The response sufficiently develops ideas, using both precise and general language.</p> <ul style="list-style-type: none"> includes adequate, relevant evidence from sources that is generally integrated demonstrates adequate understanding with development using some evidence from the text; elaborative support may include (but is not limited to) relevant facts, descriptions, quotations, specific details, and examples uses vocabulary/word choice that is appropriate for the audience and purpose uses somewhat varied sentence structure that demonstrates adequate syntactic control and generally engages the audience demonstrates general appropriate style and tone 	<p>The response addresses the task with superficial support for the controlling idea and includes the partial use of sources, facts, and details. The response inconsistently develops ideas using basic or simplistic language.</p> <ul style="list-style-type: none"> includes some evidence from sources that may be weakly integrated, vague, or repetitive demonstrates basic understanding with weak or uneven development; may consist primarily of source summary; elaborative techniques may include (but are not limited to) facts, descriptions, quotations, details, and examples uses vocabulary/word choice that is simplistic, repetitive, or somewhat ineffective for the audience and purpose uses limited sentence variety that may partially engage the audience demonstrates an inconsistent or weak attempt to create appropriate style and tone 	<p>The response attempts to address the task with minimal support for the controlling idea and includes little or no use of sources, facts, and details. The response is vague, unclear, or confusing.</p> <ul style="list-style-type: none"> includes evidence from the sources that is minimal, irrelevant, or incorrectly used demonstrates minimal understanding with little or no relevant development; attempts at elaborative support may be unclear or confusing uses vocabulary/word choice that may be limited, vague, or ineffective for the audience and purpose uses minimal or no sentence variety, demonstrating little or no awareness of the audience demonstrates little or no evidence of appropriate style and tone 	<p>The response is undeveloped, lacks elaboration, and provides no support related to a main idea.</p> <ul style="list-style-type: none"> includes no use of sources, facts, or details to support a main idea demonstrates no understanding and lacks development

Score	2	1	0
Conventions	<p>The response demonstrates an adequate control of conventions.</p> <ul style="list-style-type: none"> demonstrates adequate use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling 	<p>The response demonstrates a partial control of conventions.</p> <ul style="list-style-type: none"> demonstrates limited use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling 	<p>The response demonstrates little or no control of conventions.</p> <ul style="list-style-type: none"> demonstrates infrequent use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling

Holistic Scoring of Conventions

- **Variety:** Scoring considers the range of errors, including errors in sentence formation, punctuation, capitalization, grammar, usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** Scoring considers the proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Nonscorable

A response is nonscorable if it meets any of the following criteria.

- Unintelligible
- In a language other than English
- Off-topic
- Copied text