

Georgia Grade 5 Writing Assessment: Scoring Rubrics (Landscape Version)
Domain 1: Ideas

1	2	3	4	5
<ul style="list-style-type: none"> • May announce the topic, but a controlling idea is not established • Little or no focus on the assigned topic, genre, and/or purpose • Unclear supporting ideas • Development is lacking due to brevity of the response or • Response contains insufficient writing to determine competence in Ideas • Majority of details are irrelevant 	<ul style="list-style-type: none"> • Minimally developed controlling idea that addresses some aspect of the assigned writing task • Limited focus on the assigned topic, genre, and purpose • Supporting ideas are general, and/or under-developed • Some ideas may be partially developed, while others are simply listed without development • Response lacks sufficient information to provide a sense of completeness • Some points and details may be irrelevant or inappropriate for the writer’s assigned topic, audience, and genre of writing 	<ul style="list-style-type: none"> • Developed controlling idea that addresses the assigned writing task • Generally consistent focus on the assigned topic, genre, and purpose • Most supporting ideas are developed and relevant to the writer’s topic and assigned genre of writing • Some parts of the paper are well developed, while other parts of the paper are only partially developed • Response contains sufficient information to address the topic as well as some reader concerns and perspectives 	<ul style="list-style-type: none"> • Well developed controlling idea that addresses the assigned writing task • Consistent focus on the assigned topic, genre, and purpose • Supporting ideas and elaboration are relevant to the writer’s topic and assigned genre of writing • Response contains specific examples and details that address reader concerns and perspectives 	<ul style="list-style-type: none"> • Fully developed controlling idea that addresses all aspects of the assigned writing task • Consistent focus on the assigned topic, genre, and purpose • Supporting ideas are fully elaborated throughout the paper and relevant to the writer’s topic, assigned genre of writing, and audience • Response contains specific examples and details that fully address reader concerns and perspectives

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Domain 2: Organization

1	2	3	4	5
<ul style="list-style-type: none"> • No evidence of an organizing strategy • Unclear sequence of ideas • Lacks an introduction and/or conclusion • Ideas are not arranged in a meaningful order • Lack of transitions or inappropriate transitions • Insufficient writing to determine competence in Organization 	<ul style="list-style-type: none"> • Organizing strategy is formulaic and/or inappropriate to the assigned genre • Minimal evidence of sequencing • May lack an introduction or a conclusion or include an ineffective introduction or conclusion • Unrelated ideas are grouped together • Limited use of transitions (transitions may be formulaic, repetitive, ineffective or overused) • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Overall organizational strategy (introduction, body, and conclusion) is generally appropriate to the writer's ideas and purpose of the genre • Generally clear sequence of ideas • Introduction is appropriate to the writer's topic and the conclusion is clear • Related ideas generally grouped together • Transitions link parts of the paper 	<ul style="list-style-type: none"> • Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and purpose of the genre • Logical sequencing of ideas across parts of the paper • Introduction sets the stage, and conclusion ends the piece of writing without repetition • Related ideas are grouped together • Varied transitions link parts of the paper 	<ul style="list-style-type: none"> • Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and purpose of the genre • Logical and appropriate sequencing of ideas within and across parts of the paper • Introduction engages and sets the stage, and conclusion provides a sense of closure • Logical grouping of ideas • Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences

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Domain 3: Style

1	2	3	4	5
<ul style="list-style-type: none"> • Language and tone are flat and/or inappropriate to the task and reader • Word choice is inaccurate, imprecise, and/or confusing • Little or no attention to audience • Writer's voice is not apparent • Lack of sentence variety • Insufficient writing to determine competence in Style 	<ul style="list-style-type: none"> • Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response) • Word choice is simple, ordinary and/or repetitive • Limited awareness of audience • Minimal, inconsistent or indistinct voice • Little variation in sentence length and structure • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre • Word choice is generally engaging with occasional lapses into simple and ordinary language • Awareness of audience demonstrated in the introduction, body, or conclusion • Writer's voice is clear and discernable • Some variation in sentence length and structure • May include some genre-appropriate strategies 	<ul style="list-style-type: none"> • Language and tone are consistent with the writer's purpose and appropriate to the assigned genre • Word choice is precise and engaging • Attention to audience in the introduction, body, and conclusion • Consistent voice • Sentences vary in length and structure • Some genre-appropriate strategies to engage the reader 	<ul style="list-style-type: none"> • Carefully crafted phrases or sentences create a sustained tone that engages the reader • Varied, precise, and engaging language that is appropriate to the assigned genre (figurative or technical language may be used for rhetorical effect) • Sustained attention to the audience throughout the paper • Consistent and appropriate voice that is sustained throughout the response • A variety of sentence lengths, structures, and beginnings • A variety of genre-appropriate strategies to engage the reader

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Domain 4: Conventions

1	2	3	4	5
<ul style="list-style-type: none"> • Frequent sentence fragments, run-ons, and incorrect sentences • End punctuation incorrect or lacking • May contain frequent and severe errors in both usage and mechanics • Errors may interfere with or obscure meaning • Insufficient writing to determine competence in Conventions 	<ul style="list-style-type: none"> • Sentence structure is awkward and/or end punctuation may be missing or incorrect • May have frequent errors in usage and/or mechanics • Minimal control in the three components of conventions or one component may be strong while the other two are weak • Some errors may interfere with meaning • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors • Generally correct usage with some errors • Generally correct mechanics with some errors • Few errors interfere with meaning 	<ul style="list-style-type: none"> • Correct simple, complex, and/or compound sentences with correct end punctuation • Correct usage with some variety of instances but not in all elements • Correct mechanics with some variety of instances but not in all elements • Errors do not interfere with meaning 	<ul style="list-style-type: none"> • Clear and correct simple, complex, and compound sentences with correct end punctuation • Correct usage in a variety of contexts • Correct mechanics in a variety of contexts • Errors do not interfere with meaning