**Practice Test for Reading and Writing**

**Assessing** with an Explanatory Rubric

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| Student: |  | Date: |  |

**Assess with a rubric.**

Use the following rubric to score an explanatory essay for assessment.

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| **Score** | **Focus** | **Organization** | **Evidence** | **Language** | **Conventions** |
| 4 | A consistent and purposeful focus and a strong controlling idea make the writing very informative:  • is focused, clear, and well supported  • places the controlling idea in a solid context | An effective beginning, middle, and ending create completeness and unity:  • strongly connects ideas using transitions  • presents ideas in a logical progression throughout  • connects to the reader in the beginning and achieves the purpose by the ending | Thorough support for the controlling idea includes a variety of details from various sources:  • has complete, relevant, and well integrated support, giving credit to sources  • elaborates ideas effectively | Precise language makes the writing clear and effective:  • has appropriate vocabulary for the subject, audience, and purpose | A strong command of conventions makes the writing polished and clear:  • uses words well and forms sentences correctly  • has correct punctuation, capitalization, spelling, and grammar |
| 3 | An adequate, general focus with a controlling idea makes the writing informative:  • is mostly maintained, but with some loosely related material  • provides adequate context for the controlling idea | A beginning, a middle, and an ending exist, making the writing complete, though some material may be loosely related:  • connects ideas with some transitions  • progresses through ideas  • adequately introduces ideas in the beginning, and adequately sums them up in the ending | Support for the controlling idea includes details from different sources:  • uses some support from sources, with general or imprecise credit  • elaborates on some ideas | Some precise and some general language adequately communicates  • has generally appropriate vocabulary for the subject, audience, and purpose | Adequate command of conventions makes the writing solid:  • has occasional usage or sentence errors, but they do not disrupt meaning  • has adequate punctuation, capitalization, spelling, and grammar |

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| **Score** | **Focus** | **Organization** | **Evidence** | **Language** | **Conventions** |
| 2 | A somewhat focused controlling idea is supported, with minor divergence from the topic:  • receives some support, but not enough  • may be somewhat unclear or unfocused | An inconsistent structure and obvious flaws make the writing uneven:  • has inconsistent transitions  • progresses unevenly through ideas from beginning to ending  • has a weak beginning or ending | Support for the controlling idea is uneven, needing more details from different sources:  • has little support from sources, with unclear or missing credit  • elaborates on few ideas | Simplistic vocabulary unevenly expresses ideas:  • has vocabulary that is sometimes inappropriate for the subject, audience, and purpose | Uneven use of conventions makes the writing somewhat difficult to read:  • has frequent usage and sentence errors, which can obscure meaning  • does not consistently use punctuation, capitalization, spelling, and grammar |
| 1 | Little or no focus makes the writing uninformative:  • might be brief  • might have major divergence from the topic  • might be confusing or ambiguous in focus | Little or no structure exists, making the writing incomplete or confused:  • uses few transitions  • has off-topic ideas | Few or no details from sources support the controlling idea:  • includes little or no support from source material, with no credit  • does not elaborate on ideas | Vague, unclear vocabulary creates confusion:  • has limited vocabulary that does not connect to subject, audience, or purpose | Incorrect conventions make the writing difficult to read:  • makes many errors, which often obscure meaning |
| 0 | A category receives no credit when performance falls below the level indicated in row 1. | | | | |

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