

## Appendix D

# FSA Grade 4 Focused Writing Scoring Rubric

		1	2	3	4
<b>Snapshot</b>		<i>Writing poorly addresses the topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.</i>	<i>Writing attempts to address the topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.</i>	<i>Writing addresses the topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.</i>	<i>Writing clearly addresses the topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.</i>
	<b>NR</b> No response (answer page is blank)	<b>0</b> Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.			

		1	2	3	4
<b>Communicate</b>	<b>Meaning Topic Ideas Details</b>	<ul style="list-style-type: none"> <li>link to topic may be unclear</li> <li>ideas may be copied or unrelated to the topic</li> <li>uses very few relevant details</li> </ul>	<ul style="list-style-type: none"> <li>some evidence showing a link to the topic</li> <li>often retells a personal experience with limited description or reaction</li> <li>ideas are partially developed; few relevant details</li> </ul>	<ul style="list-style-type: none"> <li>writing shows a clear link to the topic</li> <li>ideas are mostly developed; uses some engaging language</li> <li>some supporting details, reasons, explanations</li> </ul>	<ul style="list-style-type: none"> <li>sustains a clear focused link to the topic</li> <li>ideas are fully developed; strong sense of voice; uses engaging language</li> <li>details, reasons, and explanations show a sense of individuality</li> </ul>
	<b>Style Word choice Structure</b>	<ul style="list-style-type: none"> <li>basic language with limited vocabulary; may include frequent errors in word choice</li> <li>sentences are poorly constructed, with little variety or control</li> </ul>	<ul style="list-style-type: none"> <li>generally basic language; errors may affect clarity</li> <li>relies on simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>generally relies on direct language with some variety in vocabulary</li> <li>uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>language is varied and increasingly precise; often experiments with new words or expressions</li> <li>effectively uses a variety of sentence lengths and patterns</li> </ul>
	<b>Form Beginning Middle End</b>	<ul style="list-style-type: none"> <li>beginning may be confusing</li> <li>middle has little development; ideas seem unrelated to topic, may be very short</li> <li>overuses a few simple connecting words or omits them entirely</li> <li>ending is often missing</li> </ul>	<ul style="list-style-type: none"> <li>beginning is somewhat focused; usually identifies the topic</li> <li>middle is often a list of loosely related events; some sequence</li> <li>repeats simple connecting words and beginning words</li> <li>ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>introduces the topic; generally organized, logically sequenced</li> <li>middle is generally organized and logically sequenced</li> <li>uses a variety of connecting words and beginning words</li> <li>ending may be abrupt or omitted</li> </ul>	<ul style="list-style-type: none"> <li>introduces topic, often in an engaging way</li> <li>middle develops topic through relevant, appropriate ideas</li> <li>transitions are smooth; uses a range of transitional words</li> <li>focused ending</li> </ul>
	<b>Conventions Spelling Capitals Punctuation Grammar</b>	<ul style="list-style-type: none"> <li>frequent errors may make the writing difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>several errors; may make some sentences difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>some errors; generally do not affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>few errors which do not interfere with meaning; usually caused by taking risk with complex language</li> </ul>

