Scoring Rubric for Text-Based Writing Prompts

This scoring rubric can be used to rate student responses to any of the writing prompts in the ELA/Literacy mini-assessments developed by Student Achievement Partners. Click [here](#) for a list of ELA/Literacy mini-assessments to use in your classroom.

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>• Provides an in-depth and accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</td>
<td>• Provides an accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</td>
<td>• Provides a somewhat accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</td>
<td>• Provides a minimally accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</td>
<td></td>
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<tr>
<td>• Provides complete and relevant textual evidence to support the analysis, showing thorough comprehension of ideas in the text(s).</td>
<td>• Provides relevant textual evidence to support the analysis, showing comprehension of ideas in the text(s).</td>
<td>• Provides limited relevant textual evidence to support the analysis, showing a basic comprehension of ideas in the text(s).</td>
<td>• Provides little to no textual evidence or provides irrelevant textual evidence, showing limited or no comprehension of ideas in the text(s).</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Development of Ideas /Use of Evidence</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents clear and coherent central ideas, addressing all relevant concepts and supporting with relevant and extensive details from the text(s)</td>
<td>• Has an evident central idea developed through the use of textual support and may include relevant general statements as well as some specific textual details</td>
<td>• Provides a central idea that may be unclear and cluttered by irrelevant details</td>
<td>• Lacks central idea; development of ideas is minimal or non-existent</td>
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<tr>
<td>• Introduces few, if any, details from outside the text(s)</td>
<td>• Introduces few, if any, details from outside the text(s)</td>
<td>• Has limited textual evidence in support of central idea or uses many details from outside the text(s)</td>
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</tbody>
</table>
| Organization       | • Demonstrates effective, logical, and clear structure  
|                   | • Exhibits strong use of transitions to create clear and logical relationships  
|                   | • Includes effective and logical introduction and conclusion  
|                   | • Shows organization that is mostly logical but not completely clear  
|                   | • Exhibits use of transitions to clarify some relationships  
|                   | • Has both an introduction and conclusion  
|                   | • Attempts organization but is disorganized  
|                   | • Demonstrates limited use of transitions to clarify relationships  
|                   | • Is missing either an intro or conclusion or includes weak examples  
|                   | • Lacks organization and is difficult or impossible to follow  
|                   | • Demonstrates no effective use of transitions and connections among ideas are missing  
|                   | • Reflects no identifiable introduction or conclusion  
| Style             | • Demonstrates a writing style that is appropriate to audience  
|                   | • Reflects a controlled writing style and illustrates the use of effective and varied sentences and paragraphs  
|                   | • Reflects precise and carefully selected word choice for clarity and effect  
|                   | • Develops strong and vivid images (narrative only)  
|                   | • Demonstrates understanding of audience through writing style fairly consistently  
|                   | • Reflects a generally controlled writing style but may lack variety in sentence length and structure  
|                   | • Reflects use of language that is functional and appropriate  
|                   | • Includes some descriptive language (narrative only)  
|                   | • Demonstrates a writing style that reflects little knowledge of audience  
|                   | • Uses some awkward constructions or demonstrates repeated use of a particular sentence structure  
|                   | • Uses words that are monotonous and often repetitious  
|                   | • Reflects inappropriate or inaccurate use of description (narrative only)  
|                   | • Reflects a writing style that is inappropriate for audience or does not demonstrate knowledge of audience  
|                   | • Demonstrates the use of fragmented or run on sentences that make the essay difficult or impossible to read with understanding.  
|                   | • Demonstrates limited range of words  
|                   | • Includes many words that are misused  
| Conventions        | • Reflects exceptional control of conventions; errors are few and minor  
|                   | • Reflects control of most writing conventions; contains occasional errors that do not interfere with clarity of message  
|                   | • Reflects limited control of conventions; contains frequent errors that may begin to interfere with understanding  
|                   | • Reflects numerous errors that make the text difficult or impossible to read  

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