

5th Grade Basic Research Essay Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
	The student response	The student response	The student response	The student response	The student response
Comprehension of key concepts	demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;	demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;	demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;	demonstrates limited comprehension of ideas by providing a minimally accurate analysis;	demonstrates no comprehension of ideas by providing an inaccurate or no analysis;
Development of claim/ relevance to prompt	addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience;	addresses the prompt and provides mostly effective development of the topic that is appropriate to the task, purpose, and audience;	addresses the prompt and provides some development of the topic that is somewhat appropriate to the task, purpose, and audience;	addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience;	is undeveloped and/or inappropriate to the task, purpose, and audience;
Evidence and support	uses clear reasoning supported by relevant text-based evidence in the development of the topic;	uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic;	uses some reasoning and text-based evidence in the development of the topic;	uses limited reasoning and text-based evidence;	includes little to no text-based evidence;
Organization	is effectively organized with clear and coherent writing;	is organized with mostly clear and coherent writing;	demonstrates some organization with somewhat coherent writing;	demonstrates limited organization and coherence;	lacks organization and coherence;
Use of Language	uses language effectively to clarify ideas.	uses language that is mostly effective to clarify ideas.	uses language to express ideas with some clarity.	uses language to express ideas with limited clarity.	does not use language to express ideas with clarity.
Mechanics and conventions		The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.