**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 **relevan**t 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 Languag**e | 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 responsedemonstrates 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 responsedemonstrates 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 responsedemonstrates limitedcommand of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impedeunderstanding. | 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. |
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