ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 3 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student’s work. To score an item on a holistic rubric, the scorer need only choose the description and associated point value that best represents the student’s work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to three on one scale (conventions) and zero to four on the other (ideas). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the description and associated point value for each trait that best represents the student’s work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 3 English Language Arts EOG assessment.
## Four-Point Holistic Rubric

**Genre: Narrative**

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.** | **4** | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.  
- Effectively establishes a situation and introduces a narrator and/or characters  
- Organizes an event sequence that unfolds naturally  
- Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations  
- Uses a variety of words and phrases consistently to signal the sequence of events  
- Provides a sense of closure that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
- Has very few or no errors in usage and/or conventions that interfere with meaning* |
| **3** | The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.  
- Establishes a situation and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations  
- Uses words and/or phrases to indicate sequence  
- Provides an appropriate sense of closure  
- Integrates some ideas and/or details from source material  
- Has a few minor errors in usage and/or conventions with no significant effect on meaning* |
| **2** | The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.  
- Introduces a vague situation and at least one character  
- Organizes events in a sequence but with some gaps or ambiguity  
- Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations  
- Uses occasional signal words to indicate sequence  
- Provides a weak or ambiguous sense of closure  
- Attempts to integrate ideas or details from source material  
- Has frequent errors in usage and conventions that sometimes interfere with meaning* |
**Four-Point Holistic Rubric**

**Genre: Narrative**

(continued)

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<th>Writing Trait</th>
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| This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read. | 1 | The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.  
- Response is a summary of the story  
- Provides a weak or minimal introduction of a situation or a character  
- May be too brief to demonstrate a complete sequence of events  
- Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations  
- Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order  
- Provides a minimal or no sense of closure  
- May use few, if any, ideas or details from source material  
- Has frequent major errors in usage and conventions that interfere with meaning* |
| 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.
## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea Development, Organization, and Coherence</strong></td>
<td>4</td>
<td><strong>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</strong>&lt;br&gt;• Effectively introduces a topic&lt;br&gt;• Groups related ideas together to give some organization to the writing&lt;br&gt;• Effectively develops the topic with multiple facts, definitions, and details&lt;br&gt;• Effectively uses linking words and phrases to connect ideas within categories of information&lt;br&gt;• Provides a strong concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</strong>&lt;br&gt;• Introduces a topic&lt;br&gt;• Develops the topic with some facts, definitions, and details&lt;br&gt;• Groups some related ideas together to give partial organization to the writing&lt;br&gt;• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear&lt;br&gt;• Provides a concluding statement or section</td>
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<td></td>
<td>2</td>
<td><strong>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</strong>&lt;br&gt;• Attempts to introduce a topic&lt;br&gt;• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic&lt;br&gt;• Ineffectively groups some related ideas together&lt;br&gt;• Uses few linking words to connect ideas, but not all ideas are well connected to the topic&lt;br&gt;• Provides a weak concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td><strong>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</strong>&lt;br&gt;• May not introduce a topic or topic is unclear&lt;br&gt;• May not develop a topic&lt;br&gt;• May be too brief to group any related ideas together&lt;br&gt;• May not use any linking words to connect ideas&lt;br&gt;• Provides a minimal or no concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td><strong>The student’s response is flawed for various reasons and will receive a condition code:</strong>&lt;br&gt;• Code A: Blank&lt;br&gt;• Code B: Copied&lt;br&gt;• Code C: Too Limited to Score/Illegible/Incomprehensible&lt;br&gt;• Code D: Non-English/Foreign Language&lt;br&gt;• Code E: Off Topic/Off Task/Offensive</td>
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# Seven-Point, Two-Trait Rubric

## Trait 2 for Informational/Explanatory Genre

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<tr>
<th>Writing Trait</th>
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<th>Criteria</th>
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</table>
| Language Usage and Conventions | 3 | The student’s response demonstrates full command of language usage and conventions.  
• Has clear and complete sentence structure, with appropriate range and variety  
• Shows knowledge of language and its conventions when writing  
• Any errors in usage and conventions do not interfere with meaning* |
| | 2 | The student’s response demonstrates partial command of language usage and conventions.  
• Has complete sentences, with some variety  
• Shows some knowledge of language and its conventions when writing  
• Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | The student’s response demonstrates weak command of language usage and conventions.  
• Has fragments, run-ons, and/or other sentence structure errors  
• Shows little knowledge of language and its conventions when writing  
• Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | The student’s response is flawed for various reasons and will receive a condition code:  
• Code A: Blank  
• Code B: Copied  
• Code C: Too Limited to Score/Illegible/Incomprehensible  
• Code D: Non-English/Foreign Language  
• Code E: Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.
### Seven-Point, Two-Trait Rubric

#### Trait 1 for Opinion Genre

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| Idea Development, Organization, and Coherence | 4 | The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.  
• Effectively introduces a topic and clearly states an opinion  
• Creates an effective organizational structure to group reasons  
• Provides clear, relevant reasons to support the opinion  
• Uses linking words and phrases effectively to connect opinions and reasons  
• Provides a strong concluding statement or section |
| | 3 | The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.  
• Introduces a topic and states an opinion  
• Provides some organizational structure to group reasons  
• Provides reasons to support the opinion  
• Uses some linking words to connect opinions and reasons  
• Provides a concluding statement or section |
| | 2 | The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.  
• Attempts to introduce a topic and state an opinion  
• Attempts to provide some organization, but structure sometimes impedes the reader  
• Attempts to provide reasons that sometimes support the opinion  
• Uses few linking words to connect opinions and reasons; connections are not always clear  
• Provides a weak concluding statement or section |
| | 1 | The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.  
• May not introduce a topic or state an opinion  
• May not have any organizational structure evident  
• May not provide reasons to support the opinion  
• May not use any linking words to connect opinions and reasons  
• Provides a minimal or no concluding statement or section |
| | 0 | The student’s response is flawed for various reasons and will receive a condition code:  
• Code A: Blank  
• Code B: Copied  
• Code C: Too Limited to Score/Illegible/Incomprehensible  
• Code D: Non-English/Foreign Language  
• Code E: Off Topic/Off Task/Offensive |
## Seven-Point, Two-Trait Rubric

### Trait 2 for Opinion Genre

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| **Language Usage and Conventions**                | 3      | *The student’s response demonstrates full command of language usage and conventions.*  
  - Has clear and complete sentence structure, with appropriate range and variety  
  - Shows knowledge of language and its conventions when writing  
  - Any errors in usage and conventions do not interfere with meaning* |
| 2                                                 |        | *The student’s response demonstrates partial command of language usage and conventions.*  
  - Has complete sentences, with some variety  
  - Shows some knowledge of language and its conventions when writing  
  - Has minor errors in usage and conventions with no significant effect on meaning* |
| 1                                                 |        | *The student’s response demonstrates weak command of language usage and conventions.*  
  - Has fragments, run-ons, and/or other sentence structure errors  
  - Shows little knowledge of language and its conventions when writing  
  - Has frequent errors in usage and conventions that interfere with meaning* |
| 0                                                 |        | *The student’s response is flawed for various reasons and will receive a condition code:*  
  - Code A: Blank  
  - Code B: Copied  
  - Code C: Too Limited to Score/Illegible/Incomprehensible  
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