ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 5 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 5 English Language Arts (ELA) EOG assessment.
### Four-Point Holistic Rubric

**Genre:** Narrative

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

**Genre: Narrative**

(continued)

<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.** | 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 responses of characters to situations  
• Uses words that are inappropriate, overly simple, or unclear  
• Provides few, if any, words that convey experiences or events  
• Provides a minimal or no conclusion  
• 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>
</table>
| **Idea Development, Organization, and Coherence** | 4 | 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.  
- Effectively introduces a topic  
- Groups related ideas together logically to give some organization to the writing  
- Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic  
- Effectively uses linking words and phrases to connect ideas within and across categories of information  
- Uses precise language and domain-specific vocabulary to explain the topic  
- Provides a strong concluding statement or section related to the information or explanation presented |
| | 3 | The student’s response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.  
- Introduces a topic  
- Develops the topic with some facts, definitions, and details  
- Groups some related ideas together to give partial organization to the writing  
- Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear  
- Uses some precise language and domain-specific vocabulary to explain the topic  
- Provides a concluding statement or section |
| | 2 | The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.  
- Attempts to introduce a topic  
- Attempts to develop a topic with too few details  
- Attempts to group some related ideas together but organization is not clear  
- Uses few linking words to connect ideas, but not all ideas are well connected to the topic  
- Uses limited language and vocabulary that do not clearly explain the topic  
- Provides a weak concluding statement or section |
| | 1 | The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.  
- May not introduce a topic or topic is unclear  
- May not develop a topic  
- May be too brief to group any related ideas together  
- May not use any linking words to connect ideas  
- Uses vague, ambiguous, or repetitive language  
- 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 Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</td>
<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.&lt;br&gt;• Has clear and complete sentence structure, with appropriate range and variety&lt;br&gt;• Shows command of language and its conventions when writing&lt;br&gt;• Any errors in usage and conventions do not interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.&lt;br&gt;• Has complete sentences, with some variety&lt;br&gt;• Shows some knowledge of language and its conventions when writing&lt;br&gt;• Has minor errors in usage and conventions with no significant effect on meaning*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.&lt;br&gt;• Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt;• Shows little knowledge of language and its conventions when writing&lt;br&gt;• Has frequent errors in usage and conventions that interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The student’s response is flawed for various reasons and will receive a condition code:&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>
</tr>
</tbody>
</table>

*Note: 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

<table>
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<tr>
<th>Writing Trait</th>
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<th>Criteria</th>
</tr>
</thead>
</table>
| 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 that logically groups the ideas and reasons to support the writer’s purpose  
- Effectively develops the reasons that are supported by facts and details  
- Uses words, phrases, and clauses effectively to link opinion and reasons  
- Provides a strong concluding statement or section related to the opinion presented |
| 3 | The student’s response is a complete opinion piece that examines a topic and presents a point of view based on text.  
- Introduces a topic and states an opinion  
- Provides some organizational structure to group ideas and reasons  
- Develops the topic and supports the opinion with facts and details  
- Uses some words, phrases, and clauses to link opinion and reasons  
- Provides a concluding statement or section related to the opinion presented |
| 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 an organizational structure to group reasons, but structure is inconsistent  
- Attempts to develop the topic and support the opinion with facts and details  
- Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear  
- Provides a weak concluding statement or section that may not be related to the opinion |
| 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 develop the topic or support the opinion  
- May not use words or phrases to link opinion 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

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</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 command 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.