

ISASP Writing Grade 5 Practice Test Constructed Response Rubric

	Prompt Task	Development	Organization	Language Use
5	Provides a context for the issue. Takes a clear position. Successfully uses ample relevant evidence from provided texts to support ideas.	Develops opinion by providing several supporting ideas with complete explanation. Effectively explains ideas using ample specific, relevant, and somewhat elaborated reasons, examples, and/or details.	Has a clear, well-developed introduction. Provides a logical concluding statement or section. Organizes ideas effectively, clearly grouping related ideas together throughout the response. Consistently uses varied transition words, phrases, and clauses to connect ideas.	Uses precise and varied word choice. Uses well-controlled sentences that are varied in length and complexity.
4	Writer's position on the issue is clear. Appropriately uses some evidence from provided texts to support ideas.	Develops opinion by providing several supporting ideas with adequate explanation. Explanation of ideas includes some specific and relevant reasons, examples, and/or details.	Has a clear, somewhat developed introduction. Provides a clear concluding statement or section. Organizes ideas adequately, grouping related ideas together throughout the response. Consistently uses simple and/or repetitive linking words, phrases, and clauses to connect ideas.	Uses mostly specific and somewhat varied word choice. Demonstrates adequate control of sentences with some variety in length and structure.
3	Writer's position on the issue can be understood from the response as a whole. Evidence from provided texts is used but is limited, overused, or misrepresented.	Develops opinion by providing a few supporting ideas with limited or uneven explanation. Explanation of ideas includes few or only general reasons, examples, and/or details.	Provides a basic introduction and basic concluding statement or section. Generally groups related ideas together, though parts of the response may be out of place. Sometimes uses linking words, phrases, and clauses to connect ideas.	Uses general word choice. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences.

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2	Writer’s position on the issue changes within the response or is otherwise confusing. Attempts to use evidence from provided texts are unsuccessful (text sections are lifted exactly, misunderstood, or not relevant to the ideas they are used in support of).	Develops opinion by providing a few supporting ideas but explanation is minimal and/or superficial, and parts may be repetitious or not relevant.	Has minimal evidence of an introduction and/or a concluding statement or section. Groups a few related ideas together within the response but overall demonstrates weak organization skills. Use of linking words, phrases, and/or clauses to connect ideas lacks control and may cause confusion.	Uses simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences.
1	Writer does not take a position on the issue. No attempt is made to use evidence from provided texts to support ideas.	Offers no ideas to support any opinion, only repeats ideas, most ideas provided are not relevant, or ideas are not explained at all. May demonstrate a lack of understanding of the purpose of opinion writing.	Lacks an introduction and a concluding statement or section. Demonstrates no understanding of organization (or response may be too short to assess). Does not use linking words, phrases, and/or clauses to connect ideas.	Uses awkward, incorrect, and/or confusing word choice and sentence structure.