

HCPS Writing Rubric for Fourth and Fifth Grades
Domain: COMPOSITION/WRITTEN EXPRESSION

4 Consistent Control <i>The writer demonstrates consistent, though not necessarily perfect, control of the domain's features.</i>	3 Reasonable Control <i>The writer demonstrates reasonable, but not consistent, control of the domain's features. The writer may control some features of the domain more than others.</i>	2 Inconsistent Control <i>The writer demonstrates inconsistent control of several of the domain's features, indicating significant weakness.</i>	1 Little or no Control <i>The writer demonstrates little or no control of most of the domain's features.</i>	Score (counted twice)
<p>Demonstrates consistent focus on a central idea, with clear awareness of audience.</p> <p>Purposefully develops the central idea by providing full and consistent elaboration through examples and/or details.</p> <p>Organizes ideas in a logical manner with few if any lapses, consistently clarifying the relationship between ideas or events.</p> <p>Exhibits unity consistently by having few or no digressions, using transitions to connect ideas or events, and having an effective lead and closure.</p> <p>Includes sentences of various lengths and structures, resulting in a rhythmic flow.</p> <p>Uses specific word choice, descriptive language, and selected information purposefully to craft a message, create tone, and enhance the writer's voice.</p>	<p>Demonstrates reasonable focus on a central idea; awareness of audience.</p> <p>Provides reasonable elaboration on the central idea; some lapses may be evident.</p> <p>Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas or events, though some lapses in organization may be present.</p> <p>Exhibits reasonable unity by having only minor digressions, using some transitions to connect ideas or events, and having a lead and closure.</p> <p>Includes sentences of various lengths and structures, resulting in a rhythmic flow, though rhythm may be diminished by an occasional lack of sentence variety.</p> <p>Uses some specific word choice, descriptive language, and selected information to craft a message, create tone, and enhance the writer's voice.</p>	<p>Demonstrates inconsistent focus on a central idea, with limited awareness of audience.</p> <p>Provides inconsistent elaboration on the central idea by listing general, underdeveloped statements or offering a skeletal plot.</p> <p>Organizes ideas inconsistently, with limited evidence of relationships between ideas or events.</p> <p>Exhibits little unity due to major digressions, competing central ideas, inconsistent use of transitions to connect ideas, and a weak lead and/or closure.</p> <p>Contains little variety in sentence lengths and structures, resulting in a lack of rhythmic flow.</p> <p>Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer's voice or tone to emerge on occasion.</p>	<p>Has little or no focus on a central idea and little or no awareness of audience.</p> <p>Has little or no elaboration of a central idea.</p> <p>Has little or no organizational plan, failing to develop relationships between ideas or events and typically jumping from point to point.</p> <p>Exhibits little or no unity due to major digressions, the lack of transitions connecting ideas or events, and a limited or no lead and/or closure.</p> <p>Lacks sentences of various lengths and structures.</p> <p>Uses general, vague, and/or repetitious vocabulary with little or no selected information, failing to create tone or to develop the writer's voice.</p>	

HCPS Writing Rubric for Fourth and Fifth Grades
Domain: MECHANICS/USAGE

4 Consistent Control <i>The writer demonstrates consistent, though not necessarily perfect, control of the domain's features.</i>	3 Reasonable Control <i>The writer demonstrates reasonable, though not necessarily consistent, control of the domain's features. The writer exhibits control which outweighs occasional errors present in the paper.</i>	2 Inconsistent Control <i>The writer demonstrates inconsistent control of several of the domain's features. Evidence of the author's knowledge of the domain appears alongside frequent errors. The density and variety of errors outweigh the control present in the paper.</i>	1 Little or no Control <i>The writer demonstrates little or no control of most of the domain's features. Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence.</i>	Score (counted once)
<p>Exhibits consistent control of sentence formation, avoiding fragments and run-ons.</p> <p>Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and avoidance of double negatives.</p> <p>Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.</p> <p>Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and avoidance of double negatives.</p> <p>Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits inconsistent control of sentence formation, including fragments and run-ons.</p> <p>Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and double negatives.</p> <p>Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits little or no control of sentence formation, including fragments and run-ons.</p> <p>Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adverbs and adjectives, verb tenses, plurals and possessives, and double negatives.</p> <p>Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	

Composition/Written Expression _____ (x2) + Usage/Mechanics _____ = _____ (Total Writing Score)

(Adapted from the Virginia Standards of Learning Writing Rubric, 10/2012)