ISAT Writing Rubric – Grade 3 Expository   *10/12/06*

	Focus	Support	Organization	Integration
6	• Sets purpose of composition in introduction through either a thematic introduction or specific preview • Maintains position/logic throughout • If previewed, each point is addressed • Effective closing (may be restatement of points in the introduction)	• Most major points supported with specific detail; some may be developed with more detail than others (not balanced or even) • Some development of depth • Word choice may enhance specificity • Voice is appropriate for topic, purpose, and audience	• Structure is evident • Major points are appropriately paragraphed • Coherence and cohesion demonstrated through some appropriate use of devices such as transitions, pronouns, causal linkage, parallel structure, etc. • Varied sentence structure produces some cohesion	• Fully-developed for grade level • Clear and purposeful Focus; in-depth Support; lines of reasoning identified and developed coherently and/or cohesively throughout the composition
5	• Subject/position (or issue) clear, identified by at least an opening statement (may be general) • Sufficient Support to maintain subject (cannot be a giant Focus) • If previewed, each point is addressed • Maintains position/logic throughout – separate ideas • Has closing	• Some Support developed by specific details (i.e., second-order ideas beyond major point); some may be general • Attempt to develop depth • Voice is appropriate for topic, purpose, and audience	• Structure is evident • Most major points are appropriately paragraphed • Coherence and some cohesion evident (sentence to sentence), may depend on formulaic structure • Most transitions are appropriate • May have minor digressions	• Developed for grade level • All features are not equally well developed throughout the composition
4	• Subject may be prompt-dependent (rely upon reader's familiarity with the prompt); position (or issue) may require reader inference; writer launches into topic without providing an opening statement • If previewed, may develop fewer or more points than delineated in opening (over-promise or over-deliver) • Minor Focus drift or lapse in logic (not really separate ideas – repetitious) • May lack closing	• Most Support may be general • May include list of specifics with some extensions • Little depth • Little evidence of suitable voice	• Structure is noticeable; reader may still have to infer it • Some structure within paragraphs (e.g., some purposeful ordering of sentences) • Some major points are appropriately paragraphed • Has some evidence of coherence (paragraph to paragraph), may depend on formulaic structure • If present, transitions may be simplistic or redundant, but not intrusive • May have minor digressions	• Bare-bones-developed composition for grade level • Simple, clear, presenting nothing more than the essentials • Limited depth
3	• Subject/position (or issue) may lack clarity • Multiple positions without a unifying umbrella statement • Off-mode response NOT serving expository purpose • Lacks sufficiency to demonstrate a developed Focus	• Most Support is general or underdeveloped • Consists of a list of unrelated specifics without extensions • Lacks sufficiency to demonstrate developed Support • No evidence of suitable voice	• Structure is attempted, but the reader must work hard to infer it • Off-Mode response NOT serving the Expository purpose • May have major digressions • May have inappropriate or intrusive transitions • May have little evidence of appropriate paragraphing • May have little structure within paragraphs (e.g., lacks purposeful ordering of sentences) • Lacks sufficiency to demonstrate developed Organization	• Partially developed • Some (or one) of the features may not be sufficiently formed, but all are present • Lacks appropriate expository structure • Inference is usually required
2	• Subject/position (or issue) is vague • Unrelated ideas or major drift from Focus • May be insufficient writing to determine that subject/issue (or position) can be sustained	• Attempt at Support is made • May be confusing, unclear, or redundant/repetitious • May be insufficient writing to determine that Support can be maintained	• Confusing • Structure may be attempted but with little success (random presentation of ideas) • May be insufficient writing to determine that Organization can be sustained	• Attempts to address the assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected • Some confusion and/or disjointedness • May be insufficient writing to determine that features can be maintained
1	• Subject/position (or issue) absent • Insufficient writing to meet criteria	• Support is absent • Insufficient writing to show that criteria are met	• Very confusing; little or no attempt at structure • Insufficient writing to meet criteria	• Does not fulfill the assignment; barely deals with the topic; does not present most or all of the features • Insufficient writing to show that criteria are met

	Conventions
3	• Strong knowledge of Conventions is demonstrated • Standards of punctuation, capitalization. and spelling are consistently followed – may have minor lapses • May have minor errors in usage and sentence formation • A variety of sentence structures is evident
2	• Partial knowledge of Conventions is evident • Severity and density of errors constitute a noticeable pattern • Little attempt at varying sentence structures
1	• Little or no discernable knowledge of Conventions • Severity and density of errors is such that meaning is impaired • Sentence structure is simplistic or in error