

# Rubric

## Writing – Literary Set (Grades 2–3)

Score	Descriptors
4	Responses at the 4 level are typically characterized by: <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and compound) that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning.</li><li>• The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.</li></ul>
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and some compound) that are consistent with the stimulus, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li><li>• The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear.</li><li>• The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li><li>• Frequent and serious errors obscure meaning most of the time.</li></ul>
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

**Nonscoreable code:**

**A = Blank**

# Rubric

## Writing – Opinion (Grades 2–3)

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and compound) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning.</li><li>• The student successfully responds to the topic and task, by presenting an opinion supported by well-developed information and reasons. The response is organized, and uses linking words and phrases to connect ideas.</li></ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and some compound) that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li><li>• The response partially addresses the task, using somewhat developed information and reasons to support an opinion. There is organizational logic in part of the response, though the range of connecting words may be limited.</li></ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear.</li><li>• The response is limited in addressing the task and information or reasons to support the opinion may be incomplete or irrelevant. Connections between ideas may be missing or obscure.</li></ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li><li>• Frequent and serious errors obscure meaning most of the time.</li></ul>
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

**Nonscoreable code:**

**A = Blank**

## Rubric

### Writing – Picture Caption (Grades 2–3)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning.</li><li>• The response is consistent with the picture.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response.</li><li>• The response may be related to the picture.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in grammar and word choice obscure the overall meaning of the response.</li><li>• The response is unconnected to the picture.</li></ul>
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

**Nonscoreable code:**

**A = Blank**

# Rubric

## Writing – Storyboard (Grades 2–3)

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and compound) that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning.</li><li>• The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.</li></ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains vocabulary and sentence structures (simple and some compound) that are appropriate to the pictures, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li><li>• The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.</li></ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear.</li><li>• The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.</li></ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li><li>• Frequent and serious errors obscure meaning most of the time.</li></ul>
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

**Nonscoreable code:**

**A = Blank**