Student Name:_____

HMS Grades 4-5 Evidence Based Response Rubric with Reading Comprehension

Construct	Distinguished Command Level 5 Responses at this level:	Strong Command Level 4 Responses at this level:	Moderate Command Level 3 Responses at this level:	Partial Command Level 2 Responses at this level:	Limited Command Level 1 Responses at this level:
Comprehension of Key Ideas and Details W.2,W.9 R.1-9	• introduce a topic in a manner that logically and accurately follows the task and purpose • demonstrate insightful comprehension of complex ideas expressed in the text(s)	• introduce a topic in a manner that follows the task and purpose • demonstrate an extensive comprehension of ideas expressed in the text(s)	• introduce a topic in a manner that follows mostly* from the task and purpose • demonstrate a basic comprehension of ideas expressed in the text(s) *more than 50% accurate	• introduce a topic in a manner that does not logically follow the task and purpose • demonstrate little understanding of the text(s)	• attempt to introduce a topic, however does not address the task and purpose • demonstrate very little to no comprehension of the text(s)
Development of ideas W.9,R. 1-9	• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples from the text(s) • exhibit development that is consistently appropriate to the task, purpose, and audience • cite relevant evidence consistently with variety	• effectively develop the topic with the use of textual evidence, most of which is relevant • exhibit development that is largely appropriate to the task, purpose and audience • cite relevant evidence consistently, with some lack of variety	• partially develop the topic with the use of some textual evidence, some of which may be irrelevant • exhibit development that is somewhat appropriate to the task, purpose and audience • cite relevant evidence with inconsistency	• attempts to develop the topic with minimal use of textual evidence, most of which may be irrelevant • exhibit development that is limited in its appropriateness to the task, purpose, and audience • cite evidence occasionally, which is generally invalid or irrelevant	• does not develop the topic with the use of textual evidence • are underdeveloped and inappropriate to the task, purpose and audience • cite no evidence or provides evidence that is completely irrelevant
Organization W.2, W.4	• exhibit clear; purposeful organization • skillfully link ideas using grade-appropriate words and phrases • provide a concluding statement that follows clearly from the topic and information presented.	• demonstrate clear organization • link ideas using grade-appropriate words and phrases • provide a concluding statement that follows from the topic and information presented	• demonstrate some attempt of organization • sometimes link ideas using words and phrases • provide a concluding statement that follows generally from the topic and information presented	• demonstrate \little attempt at organization, or attempts to organize are irrelevant to the task • lack the use of linking words and phrases • provide a concluding statement that is illogical or unrelated to the topic and information presented.	• demonstrate no evidence of organization • demonstrate no use of linking words and phrases • do not provide a concluding statement.
Language, Voice (word choice) W.2, L3, L6	• use precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.	• use mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	• sometimes use appropriate language and domain-specific vocabulary.	• use language that is imprecise or inappropriate for the text(s) and task	• use language that is predominantly incoherent or copied directly from the text(s)
Knowledge of Language and Conventions W.2, L1, L2	• demonstrate grade - appropriate command of conventions with few errors	• demonstrate grade-appropriate command of conventions with occasional errors that do not hinder comprehension	• demonstrate emerging command of conventions, with some errors that may hinder comprehension..	• demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	• demonstrate minimal command of conventions making assessment of conventions unreliable.

• If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
• If the student writes only a personal response and makes no reference to the text(s) the response can be scored no higher than a 1.
• Responses totally unrelated to the topic; illegible; or incoherent should be given a 1.
• A response totally copied from the text(s) with no original student writing should be scored a 1.