

Production of Writing: NM-MSSA Informative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents ideas that thoroughly address the task. Substantially develops the topic with consistently pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that generally address the task. Generally develops the topic with mostly pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that partially address the task. Partially develops the topic with some pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that minimally address the task. Minimally develops the topic with few pertinent facts, definitions, details, examples, and other information from relevant sources.
Organization/ Focus	<ul style="list-style-type: none"> Establishes and consistently maintains an organizational plan focused on a controlling or central idea. Introduces the topic clearly and provides a concluding statement or section consistently related to the information presented. Consistently uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> Establishes and generally maintains an organizational plan focused on a controlling or central idea. Introduces the topic and provides a concluding statement or section generally related to the information presented. Generally uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> Attempts to establish and partially maintains an organizational plan focused on a controlling or central idea. Introduces the topic and provides a concluding statement or section partially related to the information presented. Sometimes uses linking words and phrases effectively to connect ideas within categories of information. 	<ul style="list-style-type: none"> May attempt to establish but does not maintain an organizational plan focused on a controlling or central idea. May be missing an introduction and/or a concluding statement or section that is related to the information presented. Rarely uses/does not use linking words and phrases effectively to connect ideas within categories of information.
Language	<ul style="list-style-type: none"> Consistently uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Often uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Sometimes uses precise language and varied vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Rarely uses/does not use precise language or varied vocabulary to inform about or explain the topic.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. Has errors or patterns of errors that interfere with meaning or confuse the reader.