

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT
6-Point Extended-Constructed Response (ECR) Instructional Rubric for Grades 4–9 Writing

	6 Points	5 Points	4 Points	3 Points	2 Points	1 Point
Ideas and Content	<ul style="list-style-type: none"> • Effective, well-developed composition that fulfills the assigned purpose • Uses specific and relevant details to enhance ideas • Support and elaboration are complete and insightful • Demonstrates exceptional analytical thinking 	<ul style="list-style-type: none"> • Well-developed composition that fulfills the assigned purpose • Uses specific and relevant details to develop ideas • Support and elaboration are thorough • Demonstrates sound analytical thinking 	<ul style="list-style-type: none"> • Complete composition that addresses the assigned purpose • Uses details to develop ideas • Support and elaboration may be uneven • Demonstrates adequate analytical thinking 	<ul style="list-style-type: none"> • Oversimplified or incomplete composition that addresses the assigned purpose • Uses some details in an attempt to develop ideas • Support is incomplete or unclear • Demonstrates uneven analytical thinking 	<ul style="list-style-type: none"> • Simple or incomplete composition that attempts to address the assigned purpose • Uses few details in an attempt to develop ideas • Support is incomplete and unclear • Demonstrates poor analytical thinking 	<ul style="list-style-type: none"> • Deficient composition that attempts to address the assigned purpose • Little or no development • Ideas may be random, confusing, repetitious, or consist of a bare list • Demonstrates little or no analytical thinking
Organization	<ul style="list-style-type: none"> • Logical, clearly focused plan that enhances the composition's meaning • Uses sophisticated introduction, conclusion, and transitional devices • Logical and effective sequencing and pacing 	<ul style="list-style-type: none"> • Logical, coherent plan • Uses effective introduction, conclusion, and transitional devices • Logical sequencing and pacing 	<ul style="list-style-type: none"> • Establishes and maintains plan • Uses appropriate introduction, conclusion, and transitional devices • Predictable sequencing and pacing 	<ul style="list-style-type: none"> • Attempts to establish and maintain a plan • May use introduction, conclusion, and transitional devices • Lapses evident in sequencing and pacing 	<ul style="list-style-type: none"> • Attempts to establish a plan • Introduction, conclusion, and transitional devices are generally absent • Minimal evidence of sequencing and pacing 	<ul style="list-style-type: none"> • No plan evident • Introduction, conclusion, and transitional devices are absent • No evidence of sequencing or pacing
Voice	<ul style="list-style-type: none"> • Evocative voice • Demonstrates an interactive attention to audience 	<ul style="list-style-type: none"> • Distinctive voice • Demonstrates a detailed attention to audience 	<ul style="list-style-type: none"> • Inconsistent voice • Demonstrates attention to audience 	<ul style="list-style-type: none"> • Indistinct voice • Demonstrates some attention to audience 	<ul style="list-style-type: none"> • Minimal voice • Demonstrates limited attention to audience 	<ul style="list-style-type: none"> • No voice • Demonstrates little or no attention to audience
Word Choice	<ul style="list-style-type: none"> • Vivid, appealing word choices • Language is sophisticated, purposeful, and natural 	<ul style="list-style-type: none"> • Precise word choices • Language is effective and purposeful 	<ul style="list-style-type: none"> • Pedestrian word choices • Language is appropriate and familiar 	<ul style="list-style-type: none"> • Basic or predictable word choices • Language is familiar with some lapses in communication 	<ul style="list-style-type: none"> • Limited or immature word choices • Language is vague and may be redundant 	<ul style="list-style-type: none"> • Immature word choices • Language is inaccurate and confusing
Sentence Fluency	<ul style="list-style-type: none"> • Sentences are purposeful and make meaning clear • Sentences demonstrate cadence and a variety of lengths and structures 	<ul style="list-style-type: none"> • Sentences are purposeful and provide clarity • Sentences vary in length and structure 	<ul style="list-style-type: none"> • Sentences are grammatically correct • Some variation in sentence length and structure 	<ul style="list-style-type: none"> • Sentences may be uneven and have grammatical lapses • Little variation in sentence length and structure 	<ul style="list-style-type: none"> • Sentences may be incomplete or fragmented • Sentence structure is awkward and may be missing transitions 	<ul style="list-style-type: none"> • Sentences may be cumbersome and fragmented with no variety in structure • Transitions are absent
Conventions	<ul style="list-style-type: none"> • Few errors, if any, in grammar, usage, spelling, and punctuation • Errors do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors in grammar, usage, spelling, and punctuation • Errors do not interfere with meaning 	<ul style="list-style-type: none"> • May have some errors in grammar, usage, spelling, and punctuation • Few errors interfere with meaning 	<ul style="list-style-type: none"> • May have many errors in grammar, usage, spelling, and punctuation • Few errors interfere with meaning 	<ul style="list-style-type: none"> • May have conspicuous errors in grammar, usage, spelling, and punctuation • Errors may interfere with meaning 	<ul style="list-style-type: none"> • May be riddled with errors in grammar, usage, spelling, and punctuation • Errors may interfere with meaning