Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain.		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/ Research (when applicable)	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding (When applicable)	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.

Elementary Teaching Task Rubric (Informational or Explanatory)