

## Arizona and MY Access!® Rubric Alignment Informative/Explanatory (Grades 3-5)

AASA (Arizona Academic Standards Assessment) Informative/ Text-based	MY Access! Informative/Explanatory
<p><b>Purpose, Focus, and Organization</b></p> <ul style="list-style-type: none"> <li>Fully sustained and consistently <b>focused within purpose, audience, and task</b></li> <li>Has clear <b>controlling idea and effective organizational structure</b> creating <b>coherence and completeness</b>.</li> <li><b>Strongly maintained controlling idea with little or no loosely related material</b></li> <li>Skillful use of a <b>variety of transitional strategies to clarify the relationships between and among ideas</b></li> <li>Logical progression of ideas from beginning to end with a <b>satisfying introduction and conclusion</b></li> </ul>	<p><b>Focus and Purpose</b></p> <ul style="list-style-type: none"> <li>Demonstrates a thorough and insightful <b>understanding of the task, purpose, and audience</b>.</li> <li><b>Establishes and maintains a clearly focused thesis/controlling idea throughout the response</b>.</li> <li><b>Completes all parts of the task</b> and may go beyond the limits of the task.</li> </ul>
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Very effectively demonstrates a <b>cohesive and unified structure</b> that supports the argument with an <b>engaging introduction and a strong conclusion</b>.</li> <li>Uses effective and <b>skillful paragraphing and transitional strategies</b> throughout that <b>clarify the relationships among ideas and concepts</b>.</li> </ul>
<p><b>Evidence and Elaboration</b></p> <ul style="list-style-type: none"> <li>Provides thorough and convincing <b>support, citing evidence</b> for controlling or main idea that includes the effective use of sources, facts, and details</li> <li><b>Relevant evidence integrated smoothly and thoroughly with references to sources</b></li> <li>Effective <b>use of a variety of elaborative techniques</b>(including, but not limited to definitions, quotations, and examples) demonstrating an understanding of the topic and text <ul style="list-style-type: none"> <li>Clear and effective expression of ideas, using <b>precise language</b></li> <li>Academic and <b>domain-specific vocabulary</b> clearly <b>appropriate for the audience</b> and purpose</li> <li><b>Varied sentence structure</b>, demonstrating language facility</li> </ul> </li> </ul>	<p><b>Content Development/Elaboration</b></p> <ul style="list-style-type: none"> <li>Develops ideas by adeptly <b>integrating specific details and/or citing credible, source-based evidence to support the thesis/controlling idea</b>. (e.g., concrete details, facts, examples, quotes, statistics, and explanations).</li> <li>Uses a variety of elaborative techniques.</li> </ul>
	<p><b>Language, Use, Voice, and Style</b></p> <ul style="list-style-type: none"> <li>Demonstrates a very effectively style, <b>precise control of language, domain-specific word choice</b>, and a well-defined <b>sense of audience</b>.</li> <li><b>Uses well-structured and varied sentences</b>.</li> </ul>

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Conventions	Mechanics and Conventions
<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"><li>• <b>Some minor errors</b> in usage but no patterns of errors</li><li>• <b>Adequate use of punctuation, capitalization, sentence formation, and spelling.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Contains few or no errors in grammar, mechanics, punctuation and spelling.</b></li></ul>