

Grades 4-5 Arts Integrated Common Core Composition Assessment Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Comprehension of Key Ideas and Details	The student composition provides an accurate analysis of what the model piece says explicitly and inferentially and references the piece explicitly to support the analysis, showing full comprehension of complex ideas expressed in the piece(s).	The student composition provides a mostly accurate analysis of what the model piece says explicitly and inferentially and references the piece explicitly to support the analysis, showing full comprehension of complex ideas expressed in the piece(s).	The student composition provides a minimally accurate analysis of what the model piece says and may reference the piece showing limited comprehension of complex ideas expressed in the piece(s).	The student composition provides an inaccurate analysis or no analysis of the model piece, showing little to no comprehension of ideas expressed in the piece(s).
Development of Ideas	The student composition addresses the theme and provides effective and comprehensive development of the topic and/or artistic elements by using clear purpose, details, and/or embellishment; the development is consistently appropriate to the task, purpose, and audience.	The student composition addresses the theme and provides effective development of the topic and/or artistic elements by using clear purpose, details, and/or embellishment; the development is largely appropriate to the task, purpose, and audience.	The student composition addresses the theme and develops the topic and/or artistic elements minimally by using limited purpose, details, and/or embellishment; the development is limited in its appropriateness to the task, purpose, and audience.	The student composition is underdeveloped and therefore inappropriate to the task, purpose and audience.
Organization	The student composition demonstrates effective design, clarity, and cohesion and includes a strong pathway for the audience to read and interpret the work.	The student composition demonstrates design, clarity, and cohesion and includes a pathway for the audience to read and interpret the work.	The student composition demonstrates limited design, clarity, and cohesion and may or may not include a pathway for the audience to read and interpret the work.	The student composition demonstrates a lack of design, clarity and cohesion.
Clarity of Presentation	The student composition uses presentation well to translate their message to the audience. The composition includes specific and appropriate techniques, details, and content-specific tool choice effectively to clarify ideas.	The student composition attends to presentation norms. The composition includes specific and appropriate techniques, details, and content-specific tool choice effectively to clarify ideas.	The student composition shows limited awareness of presentation norms. The composition includes limited techniques, details, and content-specific tool choice needed to clarify ideas.	The student composition shows little to no awareness of presentation norms. The composition lacks the techniques, details, and content-specific tool choice needed to clarify ideas.
Knowledge of Artistic Conventions	The student composition demonstrates command of the conventions of the targeted artform consistent with model works. There may be a few technique errors, but meaning is clear.	The student composition demonstrates inconsistent command of the conventions of the targeted artform consistent with model works. There are a few patterns of technique errors that may occasionally impede understanding.	The student composition demonstrates limited command of the conventions of the targeted artform consistent with model works. There are multiple technique errors that sometimes impede understanding.	The student composition demonstrates little to no command of the conventions of the targeted artform consistent with model works. There are frequent and varied errors in areas of technique that often impede understanding.