

EXPANDED SCORING RUBRIC FOR ANALYTIC AND NARRATIVE WRITING

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading</p> <p>Comprehension of Key Ideas and Details</p> <p>*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide.</p>	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
<p>Writing</p> <p>Written Expression</p> <p>Development of Ideas</p>	The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements ¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements ¹ by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements ¹ by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the claim, topic and/or narrative elements ¹ minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.

This rubric is just a PARCC holistic assessment rubric, to assess PARCC assessment final writing pieces, using a 5-point scale.

¹ Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<p>Writing</p> <p>Written Expression</p> <p>Organization</p>	<p>The student response demonstrates purposeful coherence, clarity, and cohesion² and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.</p>	<p>The student response demonstrates a great deal of coherence, clarity, and cohesion², and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas.</p>	<p>The student response demonstrates some coherence, clarity, and/or cohesion², and includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious.</p>	<p>The student response demonstrates limited coherence, clarity, and/or cohesion², making the writer's progression of ideas somewhat unclear.</p>	<p>The student response demonstrates a lack of coherence, clarity and cohesion.²</p>
<p>Writing</p> <p>Written Expression</p> <p>Clarity of Language</p>	<p>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone³, and/or domain-specific vocabulary.</p>	<p>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone³, and/or domain-specific vocabulary.</p>	<p>The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone³ and/or domain-specific vocabulary.</p>	<p>The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone³, or domain-specific vocabulary.</p>	<p>The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.</p>
<p>Writing</p> <p>Knowledge of Language and Conventions</p>	<p>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>	<p>The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.</p>	<p>The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.</p>	<p>The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.</p>

² The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

³ Tone is not assessed in grade 6.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or piloting of tasks

Fairy Tale Narrative Rubric

Name(s): _____

Chosen Fairy Tale: _____

	Congratulations! 3 Points	Got It! 2 Points	Getting there! 1 Points	Missing 0 Points
Collaboration	Student was able to listen to partner, work out disagreements cooperatively, and contribute to ideas and the writing/coloring of the final project	Student occasionally struggled with partner collaboration and/or had a hard time with one or more aspects of working with a partner	Student sometimes struggled with one or two aspects of working with a partner	Student had a very challenging time working with a partner.
Trait 1 - Ideas	Writer uses a pre-existing fairy tale structure changing aspects of the story to tell it from a different character's viewpoint *Details support the topic	The writer uses a pre-existing fairy tale structure and changes some aspects effectively * Details are not as supportive of the main idea.	The writer uses a pre-existing fairy tale structure and changes some aspects effectively * Details are not as supportive of the main idea.	Missing, not in line with assignment, or the narrative is very fragmented
Trait 2 - Organization/Sequencing	This piece has a great lead with clear beginning, middle, end * The narrative is placed in a logical sequence.	This piece has clear beginning, middle and ending. *The sequence is not always consistent.	The narrative has a clear beginning, middle and ending. *The sequence not always consistent.	Missing, not in line with assignment, or the narrative is very fragmented
Trait 3 - Elements	The narrative effectively used at least 4 fairy tale elements, INCLUDING opening and closing of the narrative matching fairy tale format	The narrative used 3 or 4 elements, but they were not used effectively and/or the elements were not used effectively	2 or fewer elements were used and/or elements were not used effectively and/or opening and closing do not meet fairy tale format	Missing, or not used accurately to enhance the narrative
Trait 5 - Conventions 3 pts Editing - Spelling, punctuation, usage, grammar, capitalization, and sentence structure.	* 0-2 Spelling errors * No errors in punctuation * Capitals are used correctly * Grammar and usage are correct * Sentences are effectively varied	* 3-5 errors in spelling * 1-3 errors in punctuation * 1-3 in capitalization * 1-4 errors in grammar and usage * Some sentence structures not varied , or not engaging	* 5 or more errors in spelling * 4 or more errors in punctuation * 4 or more errors in capitalization * 5 or more errors in grammar, usage * Sentences seem repetitive and/or lack effective structure	Elements of convention completely missing or not used effectively

Opinion Writing Rubric First Grade

	3 Points	2 Points	1 Point	0 Points
Content (opinion)	Includes an opinion that is clearly & nicely stated	<u>I</u> ncludes an opinion adequately stated	<u>I</u> ncludes an opinion that is vaguely stated	Does not include an opinion
Content (reason)	Includes a sentence that clearly states a reason for opinion	Includes a sentence that adequately states a reason for opinion	Includes a sentence that vaguely states a reason for opinion	Does not include a reason for opinion
Organization	Writing has a topic sentence and a detail sentence that are organized and well-written	Writing has a topic sentence and a detail sentence that are organized.	Writing has a topic sentence and a detail sentence(s) that are disorganized.	Writing is missing a topic sentence or a detail sentence.
Mechanics	Hand writing is legible and student is editing all work	Hand writing is legible and student is editing most work	Hand writing is illegible and/or student is editing some work	Hand writing is illegible and student is not editing work

Rubric and Peer-Edit to guide Idea Development in Writing

Is the writer clear on his or her position? (such as in agreement with the published Op-Ed piece, somewhat in agreement, or disagreement)

Is the writing piece consistent in idea development, to make a strong case?

Is there a sufficient amount of argument pieces to develop a strong, effective argument?

Are argument pieces valid and substantive, or individual or trivial?

Does the writer provide factual evidence to support his or her own position?

Are the writer's argument facets evidence-based or only opinion?

Does the writer write appropriately for the public?

Expression is respectful to the writer whom one is critiquing

Word choice is more formal as opposed to casual, informal

What aspects of the writing piece should/ could be developed more, to more fully substantiate the writer's argument?

Writing Rubric on Idea Development	Well Done	Good	Needs Work
Is the writer clear in position on the topic?			
Is writer consistent in position?			
Sufficient in number of points made (3 – 5)?			
Are points valid (evidence-based), important, fact-based			
Style Appropriate for the public, respectful, Word choice			
Areas to develop more, to fully explain a point or the argument			

Peer Editor: In writing or discussion, more fully and specifically explain your idea development comments to the writer of the argument

Name: _____

INSTRUCTIONS: Write the topic in the center of the web. Write a question about the topic in each question box that asks *How*, *Who*, *What*, *Why*, *When*, or *Where*. Then answer the question in the box below.

For struggling writers

The graphic organizer is a topic web. In the center is an oval labeled "Topic" with a blank line underneath for writing a topic. Six lines radiate from this central oval to six surrounding boxes. Each box has a header section with a question word and a larger section for an answer.

- How?** (Top Left): Header with "How?" and three lines; Answer section below.
- Who?** (Top Center): Header with "Who?" and three lines; Answer section below.
- What?** (Top Right): Header with "What?" and three lines; Answer section below.
- Why?** (Bottom Left): Header with "Why?" and three lines; Answer section below.
- When?** (Bottom Center): Header with "When?" and three lines; Answer section below.
- Where?** (Bottom Right): Header with "Where?" and three lines; Answer section below.

Beware!
Old MCAS "Open Response"
Writing!

DRAFT

Created by Teachers at Capitol Hill Junior High School
St. Paul Public Schools, MN

Paragraph on Demand (A Single Paragraph Answer/Short Constructed Response)

Meets the Standard (Proficient)	Approaching the Standard (Progressing)	Further from the Standard (Basic)
<ul style="list-style-type: none"> -Answers the question; is fully on topic -Contains an identifiable topic sentence that states the main idea of the paragraph -Includes three or more facts, details, reasons, or examples presented in supporting sentences, and all are accurate -Has correct sentence mechanics throughout (first words capitalized, end marks used) 	<ul style="list-style-type: none"> -Answers the question; is partially on topic -Contains either an attempted topic sentence or a topic sentence that does not clearly state the main idea of the paragraph -Includes fewer than three facts, details, reasons, or examples presented in supporting sentences, and some are accurate -Has some correct sentence mechanics (first words capitalized, end marks used) 	<ul style="list-style-type: none"> -Does not answer the question and/or is off topic -An attempted topic sentence is not present and/or the main idea is not stated -Includes only one fact, detail, reason, or example and/or is entirely inaccurate -Lacks correct sentence mechanics

This is an old-fashioned "Open Response"
MCAS structured response type of writing,
focuses on final format only, not
good ideas and good thinking
in student writing.

Common Core Writing course
Common Core Standard Argument Rubric

	4 Touchdown	3 First Down	2 Third & One	1 Time Out
CLAIM(s)	Clearly states opinion Supports Opinion with effective facts and details	States opinion Supports with strong details and facts	Opinion vaguely stated Weak details and facts	Lacks opinion Limited facts and details
Development and research; Background knowledge	Effective use of available research Facts and details are accurate Effectively uses facts to support claims	Adequate use of research, facts and details Adequate use of facts to support claims	Scanty research Insufficient Facts Scanty use of facts to support claims	Inadequate research, inaccurate Lacks facts to support argument
Address opposing positions	Effectively presents counterclaims and provides strong rebuttal	Presents counterclaims and provides adequate rebuttal	Presents weak counterclaims and provides rebuttal	Lacks counterclaims
Structure and organization	Presented in logical and sequential manner	Presented in sequential manner	Weak sequential manner	Ineffective sequential manner