

Target 1a Narrative

Organization—Opening

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose adequately connects to or sets up the body of the narrative
1	<p>The response:</p> <ul style="list-style-type: none"> provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters provides a limited and/or awkward connection to the body of the narrative
0	<p>The response:</p> <ul style="list-style-type: none"> provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters provides no connection to the body of the narrative

* “point of view” = begins in Grade 7

** “establish the mood/tone” = begins in Grade 11

Organization—Conclusion

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> provides an adequate ending to the narrative that provides a sense of closure provides an adequate connection that follows from the events or experiences in the narrative
1	<p>The response:</p> <ul style="list-style-type: none"> provides an awkward or partial ending to the narrative that may provide a limited sense of closure provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative
0	<p>The response:</p> <ul style="list-style-type: none"> provides an unclear or incomplete ending to the narrative that provides little or no closure provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details

Elaboration

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> • provides appropriate and mainly specific descriptive details and/or dialogue • provides adequate development of experiences, characters, setting, action, and/or events • uses adequate sensory, concrete, and/or figurative language • is mostly “shown”
1	<p>The response:</p> <ul style="list-style-type: none"> • provides mostly general descriptive details and/or little or no dialogue, and may include extraneous details that are unrelated or only loosely related • provides limited development of experiences, characters, setting, action, and/or events • uses limited sensory, concrete, and/or figurative language • is somewhat “told”
0	<p>The response:</p> <ul style="list-style-type: none"> • includes few if any descriptive details and/or little or no dialogue. Details that are included • may be vague, repetitive, incorrect, or interfere with the meaning of the narrative • provides minimal, if any, development of experiences, characters, setting, action, and/or events • uses little or no sensory, concrete, and/or figurative language • is mostly “told”

Target 3a Informational/Explanatory Rubrics

Organization—Introduction

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> introduces an adequate statement of the main idea/controlling idea/thesis* that reflects the body of writing as a whole provides adequate information to put the main idea/controlling idea/thesis* into context does more than list points/reasons to support main idea/controlling idea/thesis*—not formulaic connects smoothly to the body paragraph
1	<p>The response:</p> <ul style="list-style-type: none"> provides a partial or limited main idea/controlling idea/thesis* provides a main idea/controlling idea/thesis* that partially reflects the body of writing as a whole may provide limited and/or extraneous information to put the main idea/controlling idea/thesis* into context may list supporting points/reasons—formulaic provides a limited and/or awkward connection to the body paragraph
0	<p>The response:</p> <ul style="list-style-type: none"> provides no main idea/controlling idea/thesis* or provides a main idea/controlling idea/thesis* that is not appropriate for the body of writing as a whole provides irrelevant or no information to put the main idea/controlling idea/thesis* into context provides no connection to the body paragraph

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“main idea/controlling idea” = only in grades 3-5

“thesis/controlling idea” = only in grades 6-8 “thesis” = only in grade 11

Organization—Conclusion

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen) does more than restate or summarize the points/reasons—not formulaic provides adequate connections and/or progression of ideas to contribute to coherence
1	<p>The response:</p> <ul style="list-style-type: none"> provides a limited conclusion that is partially related to the information in the body of writing as a whole lists, restates, or summarizes the points/reasons—formulaic provides an awkward or partial connection and/or limited progression of ideas
0	<p>The response:</p> <ul style="list-style-type: none"> provides no conclusion or a conclusion that is minimally related to the information in the body of writing may restate random and/or incorrect details from the preceding information provides no connections or progression of ideas

Elaboration

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes does more than list supporting details or ideas adequately elaborates ideas/reasons using precise words/language.
1	<p>The response:</p> <ul style="list-style-type: none"> provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes lists supporting details or ideas with limited elaboration/evidence partially elaborates ideas/reasons using general words/language
0	<p>The response:</p> <ul style="list-style-type: none"> provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text provides no appropriate elaboration and/or may use poor word choice for audience and purpose

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“main idea/controlling idea” = only in grades 3-5

“thesis/controlling idea” = only in grades 6-8

“thesis” = only in grade 11

Target 6a Opinion (Grades 3–5) Rubrics

Organization—Introduction

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> establishes an adequate opinion that reflects the body of writing as a whole provides adequate information to frame the opinion about the topic to put it into context does more than list reasons to support opinion—not formulaic connects smoothly to the body paragraph
1	<p>The response:</p> <ul style="list-style-type: none"> provides a partial or limited opinion provides an opinion that partially reflects the body of writing as a whole may provide limited and/or extraneous information to frame the opinion about the topic to put it into context may just list supporting reasons—formulaic provides a limited and/or awkward connection to the body paragraph
0	<p>The response:</p> <ul style="list-style-type: none"> provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole provides irrelevant or no information to frame to opinion about the topic to put it into context provides no connection to the body paragraph

Organization—Conclusion

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen does more than restate or summarize the reasons—not formulaic provides adequate connections and/or progression of ideas to contribute to coherence
1	<p>The response:</p> <ul style="list-style-type: none"> provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole lists, restates, or summarizes the reasons—formulaic provides an awkward or partial connection and/or limited progression of ideas
0	<p>The response:</p> <ul style="list-style-type: none"> provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole may restate random and/or incorrect reasons or just restate the opinion provides no connection or progression of ideas

Elaboration

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> develops adequate supporting reasons/details and/or evidence from the student notes does more than list supporting reasons or details adequately elaborates opinion/reasons using precise words/language.
1	<p>The response:</p> <ul style="list-style-type: none"> provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related lists supporting reasons/details and/or evidence with limited elaboration partially elaborates opinion/reasons using general words/language
0	<p>The response:</p> <ul style="list-style-type: none"> provides minimal or no supporting reasons/details and/or evidence from the student notes provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Target 6a Argumentative (Grades 6–High School) Rubrics

Organization—Introduction

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole provides adequate information to frame the argument to put the claim into context does more than list arguments to support claim—not formulaic provides a logical connection to the body paragraph
1	<p>The response:</p> <ul style="list-style-type: none"> provides a partial or limited claim provides a claim that partially reflects the argument(s) presented in the body of writing as a whole provides limited and/or extraneous information to frame the argument to put the claim into context may list arguments—formulaic provides a limited and/or awkward connection to the body paragraph
0	<p>The response:</p> <ul style="list-style-type: none"> provides no claim or provides a claim that is not appropriate for the body of writing as a whole provides irrelevant or no information to frame the argument to put the claim into context provides no connection to the body paragraph

Organization—Conclusion

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen) does more than restate or summarize the arguments—not formulaic provides adequate connections and/or progression of ideas to contribute to coherence
1	<p>The response:</p> <ul style="list-style-type: none"> provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole lists, restates, or summarizes the arguments—formulaic provides an awkward or partial connection and/or limited progression of ideas
0	<p>The response:</p> <ul style="list-style-type: none"> provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole may restate random and/or incorrect arguments or just restate the claim provides no connection or progression of ideas

Elaboration

Points	Description
2	<p>The response:</p> <ul style="list-style-type: none"> • develops adequate supporting arguments and/or relevant evidence based on the student notes • does more than list supporting arguments • develops adequate counterargument(s) (if question calls for this)* • adequately elaborates arguments using precise words/language
1	<p>The response:</p> <ul style="list-style-type: none"> • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related • lists supporting arguments with limited elaboration/evidence • partially develops counterargument(s) (if question calls for this)* • partially elaborates arguments using general words/language
0	<p>The response:</p> <ul style="list-style-type: none"> • provides minimal or no supporting arguments and/or evidence from the student notes • provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • does not develop counterargument(s) (if question calls for this)* • provides no appropriate elaboration and/or may use poor word choice for audience and • purpose

*counterargument begins at Grade 7