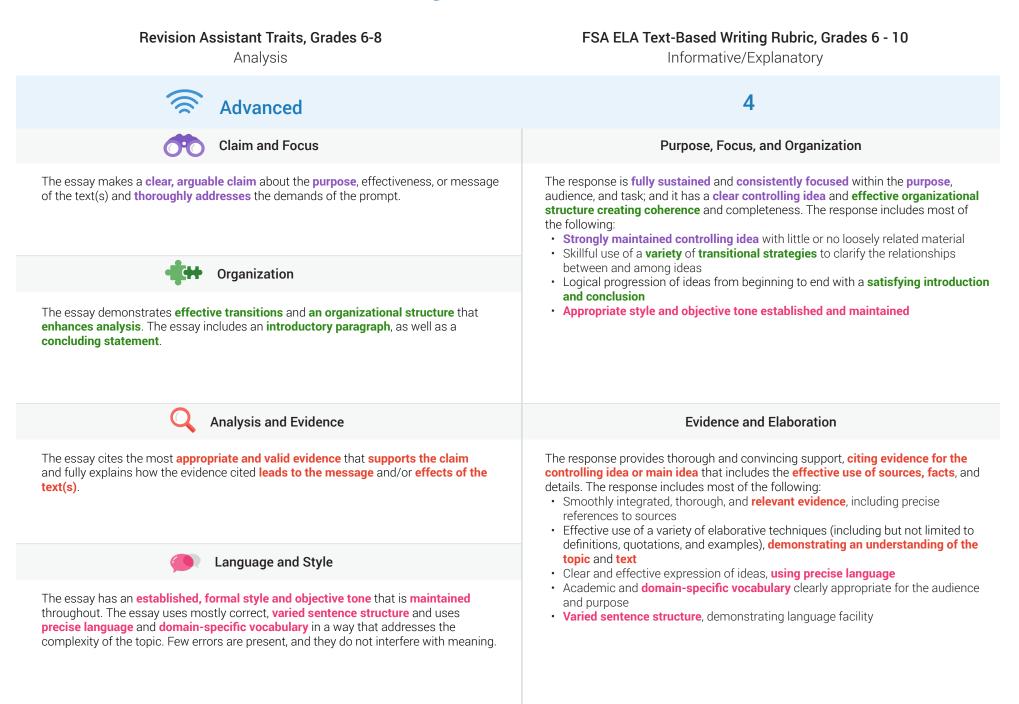
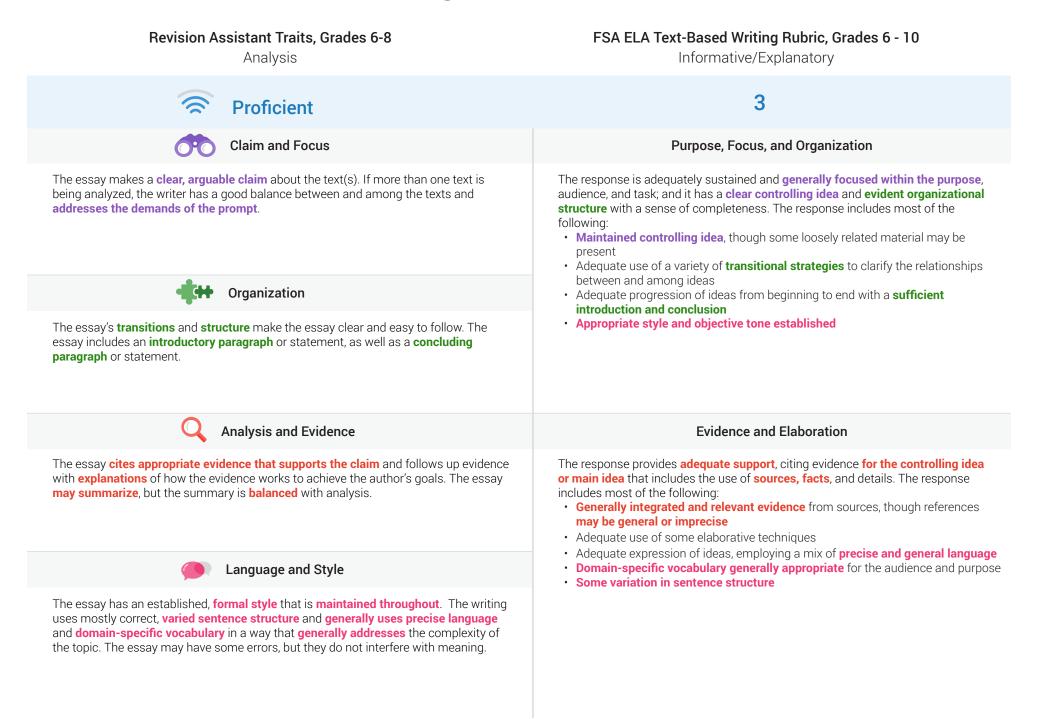
$\mathcal{D}$  revision assistant





Revision Assistant Traits, Grades 6-8 Analysis	FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Informative/Explanatory
Developing	2
Claim and Focus	Purpose, Focus, and Organization
The essay <b>does not include a specific or arguable claim</b> about the text(s). The writer may maintain focus on the text, but not the analysis (or vice verse). If more than one text is being analyzed, the writer may neglect one or more and <b>may not address the demands of the prompt</b> .	The response is <b>somewhat sustained</b> within the purpose, audience, and task but <b>may include loosely related or extraneous material</b> ; and it may have a controlling idea with an <b>inconsistent organizational structure</b> . The response may include the following: • <b>Focused controlling idea</b> but <b>insufficiently sustained or unclear</b> • <b>Inconsistent use of transitional strategies</b> with little variety
Organization	<ul> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>
The essay's <b>transitions</b> and <b>structure</b> may at times <b>get in the way of a full</b> <b>understanding</b> of the writer's claim. The essay includes an <b>attempt</b> at an <b>introduction</b> / introductory statement and/or <b>conclusion</b> /concluding statement.	
Analysis and Evidence	Evidence and Elaboration
The essay relies too heavily on summary and offers only <b>general</b> or <b>surface-level</b> analysis. The essay consists of <b>vague evidence</b> and the evidence is <b>not followed up with explanation</b> .	<ul> <li>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</li> <li>Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Some use of inappropriate domain-specific vocabulary</li> </ul>
	Most sentences limited to simple constructions
Language and Style	

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Revision Assistant Traits, Grades 6-8 Analysis	FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Informative/Explanatory
Emerging	1
Claim and Focus	Purpose, Focus, and Organization
The essay has no clear claim to develop. The essay may demonstrate a misunderstanding of the prompt and/or the text(s), neglecting to focus on the task at hand. Organization	<ul> <li>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</li> <li>Confusing or ambiguous ideas</li> <li>Few or no transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>
The <b>lack of transitions and structure</b> make the essay <b>hard to understand</b> . The essay is <b>missing</b> an <b>introduction</b> or <b>conclusion</b> of any kind.	
<b>Q</b> Analysis and Evidence	Evidence and Elaboration
Q       Analysis and Evidence         The essay does not use evidence from the text(s) for the purpose of analysis. The essay consists of summary without analysis, neglecting to focus on the features of the text(s).	<ul> <li>Evidence and Elaboration</li> <li>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following: <ul> <li>Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul> </li> </ul>
The essay <b>does not use evidence from the text(s)</b> for the purpose of analysis. The essay consists of <b>summary without analysis</b> , <b>neglecting to focus</b> on the features of	<ul> <li>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</li> <li>Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain specific vocabulary</li> </ul>