

PARCC Written Expression, Grades 6-11

Research Simulation and Literary Analysis

Revision Assistant/PARCC Rubric Crosswalk

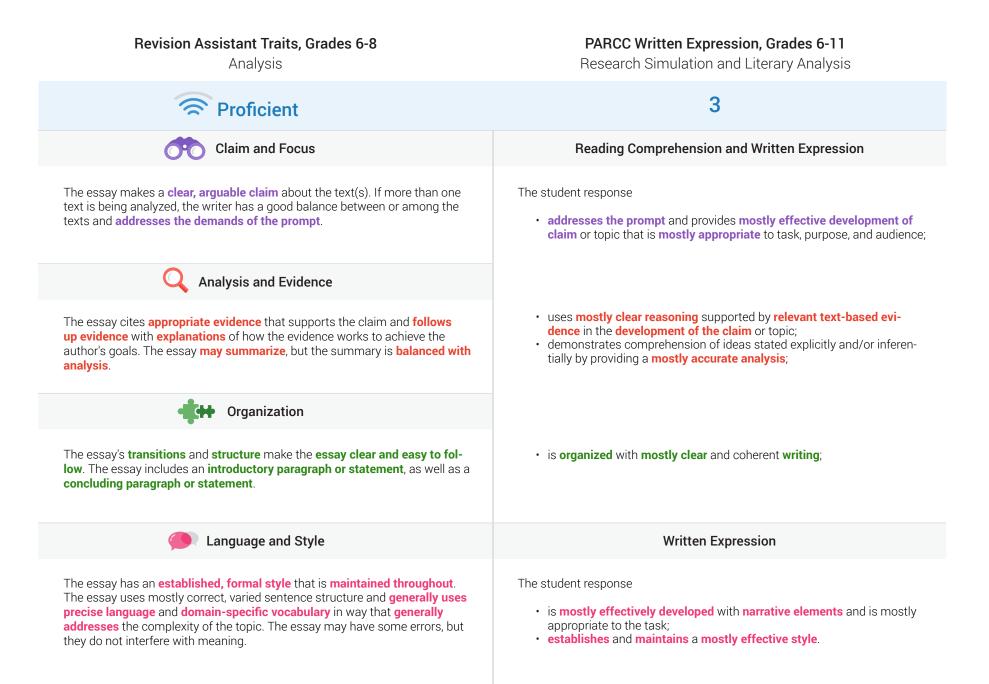
Revision Assistant Traits, Grades 6-8

Analysis

4 Advanced **Claim and Focus Reading Comprehension and Written Expression** The essay makes a clear, arguable claim about the purpose, effectiveness, The student response or message of the text(s) and thoroughly addresses the demands of the prompt. addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; Analysis and Evidence · demonstrates full comprehension of ideas stated explicitly and inferen-The essay cites the most appropriate and valid evidence that supports the tially by providing an accurate analysis; claim and fully explains how the evidence cited leads to the message and/or uses clear reasoning supported by relevant text-based evidence in the effects of the text(s). development of the claim or topic; Organization The essay demonstrates effective transitions and an organizational struc- is effectively organized with clear and coherent writing; ture that enhances the analysis. The essay includes an introductory paragraph, as well as a concluding statement. Written Expression Language and Style The essay has an established, formal style and objective tone that is main-The student response tained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that is effectively developed with narrative elements and is consistently addresses the complexity of the topic. Few errors are present, and they do not **appropriate** to the task; interfere with meaning. · establishes and maintains an effective style.



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Analysis

Analysis	research simulation and Elterary Analysis
Developing	2
Claim and Focus	Reading Comprehension and Written Expression
The essay does not include a specific or arguable claim about the text(s). The writer may maintain focus on the text, but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and may not address the demands of the prompt .	 The student response addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;
Q Analysis and Evidence	
The essay relies too heavily on summary and offers only general or sur- face-level analysis . The essay consists of vague evidence and the evidence is not followed up with explanation .	 uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;
Organization	
The essay's transitions and structure may at times get in the way of a full understanding of the writer's claim. The essay includes an attempt at an in- troduction /introductory statement and/or conclusion /concluding statement.	 demonstrates some organization with somewhat coherent writing;
Language and Style	Written Expression
The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently . The essay contains some errors that may, at times, interfere with meaning.	 The student response is developed with some narrative elements and is generally appropriate to the task; has a style that is somewhat effective.



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