Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 6-8 Analysis	**PARCC Written Expression, Grades 6-11** Research Simulation and Literary Analysis
📶 Advanced	**4**
Claim and Focus	**Reading Comprehension and Written Expression**
The essay makes a **clear, arguable claim** about the **purpose**, effectiveness, or message of the text(s) and **thoroughly addresses** the **demands** of the **prompt**.	The student response • **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	
The essay cites the most **appropriate** and **valid evidence** that **supports the claim** and **fully explains** how the **evidence cited** leads to the message and/or effects of the text(s).	• demonstrates **full comprehension of ideas** stated explicitly and inferentially by providing an accurate analysis; • uses **clear reasoning supported** by **relevant text-based evidence** in the development of the claim or topic;
Organization	
The essay demonstrates **effective transitions** and an **organizational structure** that enhances the analysis. The essay includes an **introductory paragraph**, as well as a **concluding statement**.	• is **effectively organized** with clear and coherent writing;
Language and Style	**Written Expression**
The essay has an **established, formal style** and objective tone that is **maintained throughout**. The essay uses mostly correct, varied sentence structure and uses **precise language** and **domain-specific vocabulary** in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.	The student response • is **effectively developed** with **narrative elements** and is **consistently appropriate** to the task; • **establishes** and **maintains** an **effective style**.

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revision assistant

Revision Assistant Traits, Grades 6-8 Analysis	PARCC Written Expression, Grades 6-11 Research Simulation and Literary Analysis
Proficient	**3**
Claim and Focus	**Reading Comprehension and Written Expression**
The essay makes a **clear, arguable claim** about the text(s). If more than one text is being analyzed, the writer has a good balance between or among the texts and **addresses the demands of the prompt**.	The student response • **addresses the prompt** and provides **mostly effective development of claim** or topic that is **mostly appropriate** to task, purpose, and audience;
Analysis and Evidence	
The essay cites **appropriate evidence** that supports the claim and **follows up evidence** with **explanations** of how the evidence works to achieve the author's goals. The essay **may summarize**, but the summary is **balanced with analysis**.	• uses **mostly clear reasoning** supported by **relevant text-based evidence** in the **development of the claim** or topic; • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a **mostly accurate analysis**;
Organization	
The essay's **transitions** and **structure** make the **essay clear and easy to follow**. The essay includes an **introductory paragraph or statement**, as well as a **concluding paragraph or statement**.	• is **organized** with **mostly clear** and coherent **writing**;
Language and Style	**Written Expression**
The essay has an **established, formal style** that is **maintained throughout**. The essay uses mostly correct, varied sentence structure and **generally uses precise language** and **domain-specific vocabulary** in way that **generally addresses** the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.	The student response • is **mostly effectively developed** with **narrative elements** and is mostly appropriate to the task; • **establishes** and **maintains** a **mostly effective style**.

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Revision Assistant Traits, Grades 6-8 Analysis	PARCC Written Expression, Grades 6-11 Research Simulation and Literary Analysis
⋙ Developing	**2**

Claim and Focus

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**.

Analysis and Evidence

The essay relies too heavily on summary and offers only **general** or **surface-level analysis**. The essay consists of **vague evidence** and the **evidence** is **not followed up** with **explanation**.

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 introduction**/introductory statement and/or **conclusion**/concluding statement.

Language and Style

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.

Reading Comprehension and Written Expression

The student response

- **addresses the prompt** and **provides some development** of claim or topic that is **somewhat appropriate** to task, purpose, and audience;

- 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**;

- demonstrates **some organization** with somewhat coherent writing;

Written Expression

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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Revision Assistant Traits, Grades 6-8 Analysis	PARCC Written Expression, Grades 6-11 Research Simulation and Literary Analysis
Emerging	**1**
Claim and Focus	Reading Comprehension and Written Expression
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.	The student response • **demonstrates limited comprehension of ideas** stated explicitly and/or inferentially by **providing a minimally accurate analysis**;
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).	• uses **limited reasoning** and **text-based evidence**; • addresses the prompt and **provides minimal development of claim** or topic that is **limited in its appropriateness** to task, purpose, and audience;
Organization	
The **lack of transitions** and **structure** make the **essay hard to understand**. The essay is **missing** an **introduction** or **conclusion** of any kind.	• demonstrates **limited organization** and coherence;
Language and Style	Written Expression
The essay **does not establish** and/or **maintain** a **formal style**. The essay uses little variety in sentence structure, and the **language is general** and **not domain-specific**. The essay contains errors that interfere with meaning.	The student response • is **minimally developed** with **few narrative elements** and is **limited in its appropriateness** to the task; • has a **style** that is **minimally effective**.