






Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 6-8
Informative






PARCC Written Expression, Grades 6-11
Research Simulation and Literary Analysis

 Advanced 4	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose.</p>	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;
 Development	Reading Comprehension and Written Expression
<p>The essay develops the central idea with well-chosen, relevant facts, definitions, concrete examples, quotations, etc. that purposefully address the audience's understanding of the topic.</p>	<ul style="list-style-type: none"> 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	Reading Comprehension and Written Expression
<p>The essay uses an organizational structure with appropriate and varied transitions that show relationships between and among complex ideas. The structure creates a sense of cohesion throughout the essay, and includes both an introductory paragraph, as well as a concluding statement/paragraph, that clearly follows from and supports the ideas given.</p>	<ul style="list-style-type: none"> is effectively organized with clear and coherent writing;
 Language and Style	Written Expression
<p>The essay has an established, formal style and objective tone that is maintained throughout. The writing uses precise language and domain-specific vocabulary to inform or explain the topic in a way that addresses the complexity of the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; establishes and maintains an effective style.

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 Proficient 3	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>The essay contains a mostly clear and focused central idea. The writing is effective in addressing the demands of the prompt and fulfilling the writing purpose.</p>	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience;
 Development	
<p>The essay develops the central idea with relevant facts, definitions, examples, quotations, etc. that address the audience's understanding of the topic.</p>	<ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic;
 Organization	
<p>The essay uses an organizational structure with appropriate transitions that show relationships between and among ideas throughout the essay. An introductory paragraph is present and the concluding statement/paragraph follows from the information given.</p>	<ul style="list-style-type: none"> is organized with mostly clear and coherent writing;
 Language and Style	Written Expression
<p>The essay has an established, formal style that is maintained throughout. The writing generally uses precise language and domain-specific vocabulary to inform or explain the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> 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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 Developing 2	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>The essay contains a central idea that may not be completely clear or focused. The writing does not completely address the demands of the prompt, nor fulfill the writing purpose.</p>	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;
 Development	
<p>The essay develops a central idea with some facts, definitions, examples, quotations, etc.; however, they may not be the most appropriate or effective supports and/or may be used inconsistently throughout the essay.</p>	<ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; uses some reasoning and text-based evidence in the development of the claim or topic;
 Organization	
<p>The organizational structure of the essay is inconsistent and/or ineffective. Some transitions may not completely or effectively show relationships between and among ideas throughout the essay.</p>	<ul style="list-style-type: none"> demonstrates some organization with somewhat coherent writing;
 Language and Style	Written Expression
<p>The essay attempts a formal style that may not be maintained throughout. The writing uses some precise language that may be domain-specific at times in order to inform or explain the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; has a style that is somewhat effective.

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 Emerging 1	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>The essay does not have a clear, focused, and effective central idea that addresses the demands of the prompt and fulfills the writing purpose.</p>	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis;
 Development	Reading Comprehension and Written Expression
<p>The essay does not develop a central idea with facts, definitions, examples, quotations, etc. Some details to develop the ideas may be present, but may not be used effectively to develop the central idea.</p>	<ul style="list-style-type: none"> • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence;
 Organization	Reading Comprehension and Written Expression
<p>The lack of structure and effective transitions make the essay difficult to understand. The essay is missing entire structural elements, such as an introductory paragraph and/or concluding statement/paragraph.</p>	<ul style="list-style-type: none"> • demonstrates limited organization and coherence;
 Language and Style	Written Expression
<p>The essay does not have a formal style. The language is general and may not help to fulfill the purpose of informing or explaining the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • has a style that is minimally effective.