






Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 9-10
Informative






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

 Advanced	4
<p> Clarity and Focus</p> <p>The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, meaningful, and engages the audience.</p>	<p>Reading Comprehension and Written Expression</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;
<p> Development</p> <p>The essay develops the central idea with the most significant, well-chosen relevant facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic sufficiently.</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;
<p> Organization</p> <p>The essay uses an organizational structure that enhances ideas and development with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that follows from and supports ideas presented.</p>	<ul style="list-style-type: none"> is effectively organized with clear and coherent writing;
<p> Language and Style</p> <p>The essay has an established, formal style and objective tone that is maintained throughout. The writing uses precise language and domain-specific vocabulary, including sophisticated genre-specific strategies, such as analogy or figurative language. The essay informs or explains the topic in a way that addresses the complexity of the topic and attends to the conventions of the discipline.</p>	<p>Written Expression</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 clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea appropriately engages the audience.</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	Reading Comprehension and Written Expression
<p>The essay develops the central idea with well-chosen, relevant, and sufficient facts, extended definitions, concrete 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	Reading Comprehension and Written Expression
<p>The essay uses an organizational structure with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.</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 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 manages the complexity of the topic and attends to the norms and conventions of the discipline.</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**

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 **Clarity and Focus**
Reading Comprehension and Written Expression

The essay contains a **central idea** that **may not be completely clear and focused**. The central idea **may not be completely effective in addressing the demands** of the **prompt**, fulfilling the writing purpose, or appropriately engaging the audience.


The student response

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

 **Development**


The essay **develops** the **central idea** with **relevant facts**, definitions, **examples**, quotations, etc. that **generally address** the audience's understanding of the topic. The writing **may not sufficiently develop** the central idea with support and details or the support and details may not be well-chosen.

- **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**

The essay uses an **organizational structure** with transitions that shows **relationships between and among ideas**. The writing **may create a sense of cohesion** throughout, including an introductory paragraph and/or concluding statement/paragraph. The concluding statement/paragraph follows from and supports the ideas presented.

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

 **Language and Style**
Written Expression

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.






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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 Emerging 1	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>The essay does not have a clear, focused and/or effective central idea that addresses the demands of the prompt. The writing does not appropriately engage the audience, nor fulfill 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 relevant facts, definitions, examples, quotations, etc. Some details to develop the ideas may be present but may not be sufficient to effectively 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 transitions make the essay difficult to understand. Entire structural elements are missing, such as an introductory paragraph and/or concluding statement/paragraph, or the structural elements do not properly follow from and support the ideas presented.</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 not precise or domain-specific 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.