






# Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 11-12  
Informative

Smarter Balanced Writing Rubric, Grades 6-11  
Explanatory

 <b>Advanced</b>	<b>4</b>
<p data-bbox="394 435 701 483">  <b>Clarity and Focus</b> </p> <p data-bbox="184 521 1003 630">                     The essay contains a <b>clear, focused, and effective central idea</b> that <b>thoroughly addresses</b> the <b>demands</b> of the prompt and <b>fulfills</b> the writing <b>purpose</b>. The central idea is significant, meaningful, and engages the audience in a way that contributes important ideas to the topic or related field.                 </p>	<p data-bbox="1367 448 1629 475"> <b>Organization/Purpose</b> </p> <p data-bbox="1087 521 1917 602">                     The response is consistently and <b>purposefully focused</b>:                     <ul style="list-style-type: none"> <li>thesis/controlling <b>idea</b> of a topic is <b>clearly communicated</b>, and the <b>focus</b> is <b>strongly maintained</b> for the <b>purpose</b> and audience</li> </ul> </p> <p data-bbox="1087 634 1917 829">                     The response has a <b>clear and effective organizational structure</b>, creating a <b>sense of unity</b> and completeness.                     <ul style="list-style-type: none"> <li>consistent use of a variety of <b>transitional strategies</b> to <b>clarify the relationships between and among ideas</b></li> <li><b>effective introduction and conclusion</b></li> <li><b>logical progression of ideas</b> from beginning to end; <b>strong connections between and among ideas</b> with some syntactic variety</li> </ul> </p>
<p data-bbox="432 667 674 716">  <b>Organization</b> </p> <p data-bbox="184 748 1020 976">                     The essay uses an <b>organizational structure</b> where each new element builds to create a <b>unified whole</b>. The structure enhances and develops the central idea with <b>appropriate, varied transitions</b> that <b>show relationships between and among complex details</b>. The structure also helps to make <b>important connections</b> and <b>distinctions between ideas</b>, linking major sections of the text and creating a clear sense of cohesion throughout. The essay has an <b>engaging introductory paragraph</b>, as well as a <b>thoughtful concluding statement/paragraph</b> that follows from and supports ideas presented.                 </p>	<p data-bbox="1371 1036 1625 1063"> <b>Evidence/Elaboration</b> </p> <p data-bbox="1087 1109 1892 1252">                     The response provides <b>thorough</b> elaboration of the <b>support/evidence</b> for the <b>thesis/controlling idea</b> that includes the <b>effective</b> use of <b>source material</b>.                     <ul style="list-style-type: none"> <li>comprehensive evidence (<b>facts</b> and details) from source material is integrated, <b>relevant</b>, and specific</li> <li>effective use of a variety of elaborative techniques*</li> </ul> </p> <p data-bbox="1087 1284 1881 1365">                     The response clearly and effectively develops ideas, using <b>precise language</b>:                     <ul style="list-style-type: none"> <li><b>vocabulary</b> is clearly <b>appropriate</b> for the audience and purpose</li> <li><b>effective, appropriate style</b> enhances content</li> </ul> </p> <p data-bbox="1087 1393 1917 1417"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1024 674 1073">  <b>Development</b> </p> <p data-bbox="184 1109 989 1219">                     The essay develops the <b>central idea</b> with highly significant, well-chosen, <b>relevant facts</b>, extended definitions, <b>concrete examples</b>, quotations, etc. that thoroughly address the audience's understanding of the topic in a logical and reasonable way.                 </p>	
<p data-bbox="405 1268 716 1317">  <b>Language and Style</b> </p> <p data-bbox="184 1349 1010 1487">                     The essay has an <b>established, formal style</b> and objective tone that is maintained throughout. The writing uses <b>precise language</b> and <b>domain-specific vocabulary</b>, including sophisticated genre-specific strategies such as analogy or figurative language to inform or explain the topic in a way that addresses the complexity of the topic and attends to the norms of the discipline.                 </p>	


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 **Proficient**

**3**


 **Clarity and Focus**

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.

**Organization/Purpose**

The response is **generally focused**:

- thesis/controlling **idea** of a topic is **clear**, and the **focus is mostly maintained** for the **purpose** and audience

 **Organization**

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 supports ideas presented.

The response has an evident **organizational structure** and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence.

- **adequate** use of **transitional strategies** with some variety to **clarify** the **relationships between and among ideas**
- **adequate introduction and conclusion**
- adequate progression of ideas from beginning to end; **adequate connections between and among ideas**


 **Development**

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.

**Evidence/Elaboration**

The **response** provides **adequate** elaboration of the **support/evidence** for the thesis/controlling idea that includes the use of source material.

- **adequate evidence** (**facts** and details) from the source material is integrated and relevant, yet may be general
- adequate use of some elaborative techniques\*

 **Language and Style**

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**.

The response adequately develops ideas, employing a **mix of precise and more general language**:






- **vocabulary** is **generally appropriate** for the audience and purpose
- **generally appropriate style** is evident

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

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 <b>Developing</b>	<b>2</b>
<p data-bbox="394 435 701 483">  <b>Clarity and Focus</b> </p> <p data-bbox="184 521 1003 602">           The essay contains a clear, focused, and <b>effective central idea</b> that <b>addresses</b> the demands of the prompt and fulfills the writing purpose. The <b>central idea engages</b> the <b>audience</b> to <b>some degree</b>.         </p>	<p data-bbox="1367 448 1629 480"><b>Organization/Purpose</b></p> <p data-bbox="1087 521 1902 602">           The response is somewhat sustained and may have a <b>minor drift in focus</b>:           <ul style="list-style-type: none"> <li>• <b>thesis/controlling idea</b> of a topic <b>may be somewhat unclear</b>, or the <b>focus</b> may be <b>insufficiently sustained</b> for the purpose and/or audience</li> </ul> </p> <p data-bbox="1087 638 1902 805">           The response has an inconsistent <b>organizational structure</b>. Some flaws are evident, and some ideas may be loosely connected.           <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• <b>introduction or conclusion, if present, may be weak</b></li> <li>• <b>uneven progression of ideas</b> from beginning to end; and/or formulaic; inconsistent or unclear <b>connections between and among ideas</b></li> </ul> </p>
<p data-bbox="432 673 674 722">  <b>Organization</b> </p> <p data-bbox="184 760 1016 927">           The essay uses an <b>organizational structure</b> that enhances ideas with appropriate, <b>varied transitions</b> that show <b>relationships between</b> and <b>among complex ideas</b>. The structure also helps to make important <b>connections</b> and distinctions <b>between ideas</b>, linking major sections of the text and creating a sense of cohesion throughout. The essay has an <b>introductory paragraph</b>, as well as a <b>concluding statement/paragraph</b> that follows from and supports ideas presented.         </p>	<p data-bbox="1367 1024 1629 1057"><b>Evidence/Elaboration</b></p> <p data-bbox="1087 1097 1902 1179">           The <b>response</b> provides <b>uneven, cursory</b> elaboration of the <b>support/evidence</b> for the thesis/controlling idea that includes uneven or <b>limited use</b> of <b>source material</b>.           <ul style="list-style-type: none"> <li>• <b>some evidence (facts</b> and details) from source material may be <b>weakly integrated</b>, imprecise, repetitive, vague, and/or copied</li> <li>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> </ul> </p> <p data-bbox="1087 1325 1902 1438">           The response develops ideas unevenly, using <b>simplistic language</b>:           <ul style="list-style-type: none"> <li>• <b>vocabulary</b> use is uneven or <b>somewhat ineffective</b> for the audience and purpose</li> <li>• inconsistent or <b>weak attempt</b> to create <b>appropriate style</b></li> </ul> </p> <p data-bbox="1087 1471 1902 1487"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1011 674 1060">  <b>Development</b> </p> <p data-bbox="184 1097 1016 1179">           The essay develops the <b>central idea</b> with well-chosen, relevant, and <b>sufficient facts</b>, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic.         </p>	
<p data-bbox="401 1260 716 1308">  <b>Language and Style</b> </p> <p data-bbox="184 1341 1016 1422">           The essay has a <b>functional style</b> that <b>may be maintained</b> throughout. <b>At times</b>, the writing uses <b>some precise language</b> that <b>may be domain-specific</b> in order <b>to inform</b> or explain the topic.         </p>	

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 Emerging	1
<p data-bbox="394 435 701 483">  Clarity and Focus         </p> <p data-bbox="184 516 1003 630">           The essay contains a <b>central idea</b> that <b>may not be completely clear</b> and focused; the central idea also <b>may not be completely effective</b> in addressing the demands of the prompt, <b>fulfilling the writing purpose</b>, or appropriately engaging the audience.         </p>	<p data-bbox="1367 448 1633 480">Organization/Purpose</p> <p data-bbox="1087 516 1913 597">           The response may be related to the topic but <b>may provide little or no focus</b>:           <ul style="list-style-type: none"> <li>• <b>thesis/controlling idea</b> may be <b>confusing</b> or <b>ambiguous</b>; response may be <b>too brief</b> or the <b>focus may drift</b> from the purpose and/or audience</li> </ul> </p> <p data-bbox="1087 630 1913 776">           The response has <b>little</b> or <b>no discernible organizational structure</b>.           <ul style="list-style-type: none"> <li>• <b>few</b> or <b>no transitional strategies</b> are evident</li> <li>• <b>introduction</b> and/or <b>conclusion</b> may be <b>missing</b></li> <li>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an <b>unclear progression</b></li> </ul> </p>
<p data-bbox="432 725 674 774">  Organization         </p> <p data-bbox="184 807 1003 920">           The <b>lack of structure</b> and <b>appropriate, varied, and effective transitions</b> make the essay <b>difficult to understand</b>. Entire structural elements are <b>missing</b>, such as an <b>introductory paragraph</b> and/or <b>concluding statement/paragraph</b>, or the structural elements do not properly support the ideas presented.         </p>	<p data-bbox="1367 1024 1633 1057">Evidence/Elaboration</p> <p data-bbox="1087 1097 1913 1179">           The response provides <b>minimal</b> elaboration of the <b>support/evidence</b> for the thesis/controlling idea that includes <b>little or no use of source material</b>. The <b>response</b> is vague, <b>lacks clarity</b>, or is confusing:         </p> <ul style="list-style-type: none"> <li>• <b>evidence</b> (facts and details) from the source material is <b>minimal, irrelevant, absent, incorrectly used, or predominantly copied</b></li> <li>• minimal, if any, use of elaborative techniques*</li> <li>• <b>vocabulary is limited or ineffective</b> for the audience and <b>purpose</b></li> <li>• <b>little</b> or <b>no evidence</b> of <b>appropriate style</b></li> </ul> <p data-bbox="1087 1357 1913 1373">*Elaborative techniques may include the use of personal experiences that support the controlling idea.</p>
<p data-bbox="464 1008 674 1057">  Development         </p> <p data-bbox="184 1097 1003 1211">           The essay develops a <b>central idea</b> with <b>facts</b>, definitions, <b>examples</b>, quotations, etc. The writing <b>may not feature details</b> that <b>sufficiently develop</b> the central idea or <b>may incorporate details</b> that are <b>not well-chosen, generally addressing</b> the audience's understanding of the <b>topic</b>.         </p>	
<p data-bbox="405 1282 716 1331">  Language and Style         </p> <p data-bbox="184 1372 1003 1453">           The essay <b>does not have an effective style</b> that is maintained throughout the essay. The <b>language</b> is <b>general</b> and <b>may not fulfill</b> the <b>purpose</b> of informing or explaining the topic.         </p>	