

Revision Assistant Traits, Grades 11-12

Informative

Smarter Balanced Writing Rubric, Grades 6-11

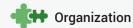
Explanatory





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 in a way that contributes important ideas to the topic or related field.



The essay uses an **organizational structure** where each new element builds to create a **unified whole**. The structure enhances and develops the central idea with **appropriate**, **varied transitions** that **show relationships between** and **among complex details**. The structure also helps to make **important connections** and **distinctions between ideas**, linking major sections of the text and creating a clear 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.

D

Development

The essay develops the **central idea** with highly significant, well-chosen, **relevant facts**, extended definitions, **concrete examples**, quotations, etc. that thoroughly address the audience's understanding of the topic in a logical and reasonable way.



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**, 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.

Organization/Purpose

4

The response is consistently and purposefully focused:

 thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience

The response has a **clear and effective organizational structure**, creating a **sense of unity** and completeness.

- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
- effective introduction and conclusion
- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety

Evidence/Elaboration

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

- comprehensive evidence (facts and details) from source material is integrated, relevant, and specific
- effective use of a variety of elaborative techniques*

The response clearly and effectively develops ideas, using **precise language**:

- vocabulary is clearly appropriate for the audience and purpose
- effective, appropriate style enhances content

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



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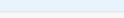
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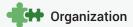






The essay contains a **clear, focused, and effective central idea** that **thoroughly addresses** the demands of the prompt and **fulfills** the writing **purpose**. The central idea is significant, meaningful, and engages the audience.

Clarity and Focus



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.

Organization/Purpose

3

The response is **generally focused**:

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

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.



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**.

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*

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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Developing



Clarity and Focus

The essay contains a clear, focused, and **effective central idea** that **addresses** the demands of the prompt and fulfills the writing purpose. The **central idea engages** the **audience** to **some degree**.



Organization

The essay uses an **organizational structure** that enhances ideas 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.

Organization/Purpose

The response is somewhat sustained and may have a **minor drift in focus**:

 thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience

The response has an inconsistent **organizational structure**. Some flaws are evident, and some ideas may be loosely connected.

- inconsistent use of transitional strategies and/or little variety
- introduction or conclusion, if present, may be weak
- uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas



Development

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.



Language and Style

The essay has a **functional style** that **may be maintained** throughout. **At times**, the writing uses **some precise language** that **may be domain-specific** in order **to inform** or explain the topic.

Evidence/Elaboration

The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material.

- some evidence (facts and details) from source material may be weakly integrated, imprecise, repetitive, vaque, and/or copied
- weak or uneven use of elaborative techniques*; development may consist primarily of source summary

The response develops ideas unevenly, using **simplistic language**:

- vocabulary use is uneven or somewhat ineffective for the audience and purpose
- inconsistent or weak attempt to create appropriate style

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



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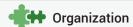


Emerging



Clarity and Focus

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



The lack of structure and appropriate, varied, and effective 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 support the ideas presented.

Organization/Purpose

The response may be related to the topic but may provide little or no focus:

 thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience

The response has little or no discernible organizational structure.

- few or no transitional strategies are evident
- · introduction and/or conclusion may be missing
- frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression



Development

The essay develops a **central idea** with **facts**, definitions, **examples**, quotations, etc. The writing **may not feature details** that **sufficiently develop** the central idea or **may incorporate details** that are **not well-chosen**, **generally addressing** the audience's understanding of the **topic**.



Language and Style

The essay does not have an effective style that is maintained throughout the essay. The language is general and may not fulfill the purpose of informing or explaining the topic.

Evidence/Elaboration

The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:

- evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied
- minimal, if any, use of elaborative techniques*
- vocabulary is limited or ineffective for the audience and purpose
- little or no evidence of appropriate style

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