

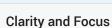
Revision Assistant Traits, Grades 6-8

Informative

Smarter Balanced Writing Rubric, Grades 6-11

Explanatory





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



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.

Organization/Purpose

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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



Development

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**.



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 addresses the complexity of the topic.

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



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Clarity and Focus

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.

Organization

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**.

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

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 relevant facts, definitions, examples, quotations, etc. that address the audience's understanding of the topic.



Language and Style

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.

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 sources 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



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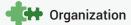


Developing



Clarity and Focus

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**.



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. Either an introductory paragraph or a concluding statement/paragraph may be incomplete or unclear.

Organization/Purpose

The response 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 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.



Language and Style

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.

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



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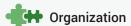


Emerging



Clarity and Focus

The essay does not have a clear, focused, and effective central idea that addresses the demands of the prompt and fulfills the writing purpose.



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.

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 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.



Language and Style

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.

Evidence/Elaboration

The response provides minimal 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