






Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 6-8
Analysis






Smarter Balanced Writing Rubric, Grades 6-11
Explanatory

 Advanced	4
 Claim and Focus	Organization/Purpose
<p>The essay makes a clear, arguable claim about the purpose, effectiveness, or message of the text(s) and thoroughly addresses the demands of the prompt.</p>	<p>The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> • thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience
 Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness.</p>
<p>The essay demonstrates effective transitions and an organizational structure that enhances the analysis. The essay includes an introductory paragraph, as well as a concluding statement.</p>	<ul style="list-style-type: none"> • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • effective introduction and conclusion
 Analysis and Evidence	Evidence/Elaboration
<p>The essay cites the most appropriate and valid evidence that supports the claim and fully explains how the evidence cited leads to the message and/or effects of the text(s).</p>	<p>The response provides thorough and convincing support/evidence for the thesis/controlling idea and supporting idea(s) that includes the effective use of source material.</p> <ul style="list-style-type: none"> • comprehensive evidence (facts and details) from source material is integrated, relevant, and specific • effective use of a variety of elaborative techniques*
 Language and Style	<p>The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content
<p>The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</p>

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 Proficient	3
 Claim and Focus <p>The essay makes a clear, arguable claim about the text(s). If more than one text is being analyzed, the writer has a good balance between or among the texts and addresses the demands of the prompt.</p>	<p>Organization/Purpose</p> <p>The response provides adequate elaboration and generally focused:</p> <ul style="list-style-type: none"> • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience <p>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.</p> <ul style="list-style-type: none"> • 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
 Organization <p>The essay's transitions and structure make the essay clear and easy to follow. The essay includes an introductory paragraph or statement, as well as a concluding paragraph or statement.</p>	<p>Evidence/Elaboration</p> <p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material.</p> <ul style="list-style-type: none"> • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of some elaborative techniques* <p>The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident <p><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>
 Analysis and Evidence <p>The essay cites appropriate evidence that supports the claim and follows up evidence with explanations of how the evidence works to achieve the author's goals. The essay may summarize, but the summary is balanced with analysis.</p>	
 Language and Style <p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	

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 Developing		2
 Claim and Focus	Organization/Purpose	
<p>The essay does not include a specific or arguable claim about the text(s). The writer may maintain focus on the text, but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and may not address the demands of the prompt.</p>	<p>The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience <p>The response has an inconsistent organizational structure.</p> <ul style="list-style-type: none"> • 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 	
 Organization	Evidence/Elaboration	
<p>The essay's transitions and structure may at times get in the way of a full understanding of the writer's claim. The essay includes an attempt at an introduction/introductory statement and/or conclusion/concluding statement.</p>	<p>The response provides uneven, cursory support/evidence for the thesis/controlling idea that includes uneven or limited use of source material.</p> <ul style="list-style-type: none"> • some evidence (facts and details) from source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak or uneven use of elaborative techniques*; development may consist primarily of source summary <p>The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style <p><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>	
 Analysis and Evidence	Language and Style	
<p>The essay relies too heavily on summary and offers only general or surface-level analysis. The essay consists of vague evidence and the evidence is not followed up with explanation.</p>	<p>The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.</p>	

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 Emerging	1
 Claim and Focus The essay has no clear claim to develop . The essay may demonstrate a misunderstanding of the prompt and/or the text(s), neglecting to focus on the task at hand.	Organization/Purpose The response may be related to the topic but may provide little or no focus : <ul style="list-style-type: none"> • 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 . <ul style="list-style-type: none"> • 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
 Organization The lack of transitions and structure make the essay hard to understand . The essay is missing an introduction or conclusion of any kind.	
 Analysis and Evidence The essay does not use evidence from the text(s) for the purpose of analysis . The essay consists of summary without analysis , neglecting to focus on the features of the text(s).	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: <ul style="list-style-type: none"> • evidence (facts and details) from the source material is minimal or 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
 Language and Style The essay does not establish and/or maintain a formal style . The essay uses little variety in sentence structure, and the language is general and not domain-specific . The essay contains errors that interfere with meaning.	*Elaborative techniques may include the use of personal experiences that support the controlling idea.