

Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 11-12
Argumentative

Smarter Balanced Writing Rubric, Grades 6-11
Argumentative

 **Advanced**

4


 **Claim and Focus**

The essay introduces an **interesting, clear, arguable, and precise claim**, based on the topic or text(s) and establishes the significance of the claim. The essay **maintains strong focus on the purpose and task**, using the whole essay to **support** and **develop** the **claim and counterclaims fairly** while thoroughly addressing demands of the prompt.

Organization/Purpose

The response is **fully sustained** and **consistently and purposefully focused**:


- **claim** is **introduced, clearly communicated**, and the **focus** is **strongly maintained** for the **purpose, audience and task**
- **alternate and opposing argument(s)** are **clearly acknowledged or addressed**

 **Organization**

The essay incorporates an **organizational structure** with **clear transitional words** and phrases that **enhances the relationships between and among ideas** (i.e. claim and evidence, claim and counterclaim, strengths and weaknesses) and establishes cohesion and clarity. The essay includes a **logical progression of ideas** from **beginning to end**, including an **effective introduction and a conclusion** which follows from and supports the arguments presented.

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

- 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**


 **Support and Evidence**

The essay cites the most **relevant, appropriate, and valid evidence** to **support its claim and the counterclaims** while fully **explaining** how the **evidence cited** and reasons support the claim. The essay demonstrates reasoning and full understanding of the topic and/or text(s), thoroughly stating the strengths and weaknesses of both the claim and the counterclaim(s). Counterclaims are acknowledged and/or distinguished from essay's central claim. The **essay anticipates the audience's background knowledge, potential biases, and concerns**.

Evidence/Elaboration

The **response provides thorough and convincing support/evidence for the argument(s) and claim** that includes the **effective use of sources** (facts and details).

- comprehensive evidence from sources is integrated; references are **relevant and specific**
- **vocabulary is clearly appropriate** for the audience and purpose

 **Language and Style**

The essay demonstrates a **definitive perspective and voice**, as well as a clear command of conventions. The essay incorporates language that appeals to the reader's interests and **effectively maintains a formal style and objective tone**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

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





- **effective, appropriate style** enhances content
- effective use of a variety of **elaborative techniques***

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

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|  Proficient 3 | |
|--|---|
|  Claim and Focus | Organization/Purpose |
| <p>The essay introduces a clear, arguable, and specific claim, based on the topic or text(s). The essay maintains focus on the purpose and task, using most of the essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.</p> | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose, audience and task alternate and opposing argument(s) are clearly acknowledged or addressed <p>The response has an evident organization structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected.</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify relationships between and among ideas; adequate connections between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion |
|  Organization | Evidence/Elaboration |
| <p>The essay incorporates an organizational structure with clear transitional words and phrases that show the relationship between and among ideas (i.e. claim and evidence, claim and counterclaim, strengths and weaknesses). The essay includes a progression of ideas from beginning to end, including an introduction and conclusion which generally supports the argument presented.</p> | <p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from the sources is integrated; some references may be general vocabulary is generally appropriate for the audience and purpose; adequate use of citations or attribution to source material generally appropriate style is evident adequate use of some elaborative techniques* |
|  Support and Evidence | Language and Style |
| <p>The essay cites clear, relevant, and appropriate evidence related to the claim and counterclaims while explaining how the evidence supports the claim. The essay demonstrates some logical reasoning and understanding of the topic and/or text(s) and states the strengths and weaknesses of both the claim and counterclaim(s). Counterclaims are acknowledged but may be only generally explained and/or distinguished from the essay's central claim.</p> | <p>The essay demonstrates a perspective and voice, as well as a general command of conventions. The essay incorporates language that shows an awareness of the reader's interests and generally maintains a formal style and somewhat objective tone with few possible exceptions. The essay employs interesting word choices and some variety in sentence structure.</p> |

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|  Developing 2 | |
|--|---|
|  Claim and Focus | Organization/Purpose |
| <p>The essay introduces a clear, arguable, and specific claim, based on the topic or text(s), but it may somewhat unclear or not maintained throughout the essay. The essay may not fully address the demands of the prompt or stay focused on the purpose and task. The writing may stray off topic at times. Counterclaims may not be presented evenly or objectively.</p> | <p>Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • alternate and opposing argument(s) may be confusing or not acknowledged <p>The response has an inconsistent organizational structure.</p> <ul style="list-style-type: none"> • uneven progression of ideas from beginning to end and/or is formulaic; • inconsistent or unclear connections between and among ideas • introduction or conclusion, if present, may be weak |
|  Organization | Evidence/Elaboration |
| <p>The essay uses a basic organizational structure but relationships between and among ideas are not consistently clear, including the explanation of the claim and the counterclaims or their strengths and weaknesses. The essay may move from beginning to end; however, the introduction and/or conclusion may be overly formulaic and/or repetitious.</p> | <p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources (facts and details).</p> <ul style="list-style-type: none"> • some evidence from the sources may be weakly integrated, imprecise, or repetitive; references may be vague • weak use of citations or attribution to source material <p>The response expresses 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 • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal |
|  Support and Evidence | Language and Style |
| <p>The essay uses some evidence but may not precisely explain how it supports the claim and/or the claim is not properly distinguished from the counterclaim. The essay includes some reasoning and understanding of the topic and/or text(s), but the strengths and weaknesses of the claim and counterclaims may be confusing, unclear, or absent.</p> | <p>The essay demonstrates an uneven and/or inconsistent perspective and/or voice; it may also contain errors in conventions that interfere with meaning. The essay incorporates language that may not show an awareness of the reader's interests and does not maintain a formal and/or objective style consistently. Some attempts at strong word choices are made, and sentence structure may not vary.</p> |

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|  Emerging | 1 |
|---|---|
|  Claim and Focus The essay does not clearly make a claim , or the claim is overly simplistic or vague . The essay does not maintain focus on purpose or task. The essay does not address counterclaims . | Organization/Purpose The response may be related to the claim but may provide little or no focus : <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task alternate and opposing argument(s) may not be acknowledged The response has little or no discernible organizational structure . <ul style="list-style-type: none"> frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression few or no transitional strategies are evident introduction and/or conclusion may be missing |
|  Organization The essay does not have a clear organizational structure and may simply offer a series of ideas without any clear transitions or connections . An introduction and/or conclusion are not evident . | |
|  Support and Evidence The essay does not use clear or relevant evidence or reasoning to support the claim or to demonstrate an understanding of the topic or text(s) or uses very little evidence from the source. Counterclaims are not acknowledged, addressed, or distinguished from the claim. | Evidence/Elaboration The response provides minimal elaboration of the support/evidence for the claim 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, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style minimal, if any, use of elaborative techniques* |
|  Language and Style The essay does not demonstrate a clear voice and/or perspective and may contain pervasive errors in conventions that interfere with meaning. The essay employs language that is inappropriate for the reader's interests and is not formal in style or objective in tone . Word choice is uninteresting or poor , and sentence structures are simplistic and unvaried . | <p>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</p> |