

Revision Assistant/FSA ELA Writing Rubric Crosswalk



Revision Assistant Traits, Grades 9-10 Informative



Advanced



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

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 follows from and supports the ideas presented.



Development

The essay develops the **central idea** with the most significant, well-chosen **relevant facts**, extended definitions, **concrete examples, quotations**, etc. that purposefully **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 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.

FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Informative/Explanatory

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Purpose, Focus, and Organization

The response is **fully sustained** and **consistently focused within the purpose, audience, and task**; and it has a **clear controlling idea** and **effective organizational structure creating coherence** and completeness. The response includes most of the following:

- **Strongly maintained controlling idea** with little or no loosely related material
- Skillful use of a **variety of transitional strategies to clarify the relationships between and among ideas**
- **Logical progression of ideas** from beginning to end with a **satisfying introduction and conclusion**
- **Appropriate style and objective tone established and maintained**

Evidence and Elaboration

The response provides thorough and convincing support, citing **evidence for the controlling idea or main idea** that includes the **effective use of sources, facts, and details**. The response includes most of the following:

- Smoothly integrated, thorough, and **relevant evidence**, including precise references to sources
- Effective use of a variety of elaborative techniques (including but not limited to definitions, **quotations, and examples**), **demonstrating an understanding of the topic** and text
- Clear and effective expression of ideas, **using precise language**
- Academic and **domain-specific vocabulary** clearly appropriate for the audience and purpose
- **Varied sentence structure**, demonstrating language facility

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Proficient



Clarity and Focus

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



Organization

The essay uses an **organizational structure** 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 the ideas presented.



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 an established, **formal style that is maintained throughout**. The writing uses mostly correct, **varied sentence structure** and **generally uses precise language** and **domain-specific vocabulary** in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.

FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Informative/Explanatory

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Purpose, Focus, and Organization

The response is adequately sustained and **generally focused within the purpose, audience**, and task; and it has a **clear controlling idea** and **evident organizational structure** with a sense of completeness. The response includes most of the following:

- **Maintained controlling idea**, though some loosely related material may be present
- Adequate use of a variety of **transitional strategies** to **clarify the relationships between and among ideas**
- **Adequate progression of ideas** from beginning to end with a **sufficient introduction and conclusion**
- **Appropriate style and objective tone established**

Evidence and Elaboration

The response provides **adequate support**, citing evidence **for the controlling idea or main idea** that includes the use of **sources, facts**, and details. The response includes most of the following:

- **Generally integrated and relevant evidence** from sources, though references may be general or imprecise
- Adequate use of some elaborative techniques
- Adequate expression of ideas, employing a mix of **precise and general language**
- **Domain-specific vocabulary** generally appropriate for the audience and purpose
- **Some variation in sentence structure**

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FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Informative/Explanatory



Developing



Clarity and Focus

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



Organization

The essay uses an **organizational structure with transitions** that shows relationships between and among ideas. The writing **may create a sense of cohesion** throughout, including an **introductory paragraph** and/or **concluding statement/paragraph**. The concluding statement follows from the supports the ideas presented.



Development

The essay develops a **central idea with relevant facts, definitions, examples, quotations**, etc. that **generally address** the audience's understanding of the topic. The writing **may not sufficiently develop** the central idea with support and details or the **support and details may not be well-chosen**.



Language and Style

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.

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Purpose, Focus, and Organization

The response is **somewhat sustained within the purpose, audience, and task** but may include loosely related or extraneous material; and it may have a controlling idea with an **inconsistent organizational structure**. The response may include the following:

- **Focused controlling idea** but **insufficiently sustained or unclear**
- **Inconsistent use of transitional strategies** with little variety
- Uneven progression of ideas from beginning to end with an **inadequate introduction or conclusion**

Evidence and Elaboration

The response provides **uneven, cursory support/evidence** for the controlling idea or main idea that includes **partial use of sources, facts**, and details. The response may include the following:

- **Weakly integrated** evidence from sources; **erratic or irrelevant** references or citations
- **Repetitive or ineffective** use of elaborative techniques
- **Imprecise** or simplistic **expression of ideas**
- Some use of **inappropriate domain-specific vocabulary**
- Most sentences **limited to simple constructions**

Conventions of Standard English

The response demonstrates an adequate command of basic conventions. The response may include the following:

- **Some minor errors** in usage but no patterns of errors
- Adequate use of punctuation, capitalization, sentence formation, and spelling

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Emerging



Clarity and Focus

The essay **does not have a clear, focused, and/or effective central idea** that addresses the demands of the prompt. The writing **does not appropriately engage the audience**, nor fulfill the **writing purpose**.



Organization

The **lack of structure and 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 follow from and support the ideas** presented.



Development

The essay **does not develop a central idea with relevant facts**, definitions, examples, quotations, etc. **Some details** to develop the ideas **may be present**, but **may not be sufficient to effectively** to develop the central idea.

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Purpose, Focus, and Organization

The response is related to the topic but may demonstrate **little or no awareness of the purpose, audience**, and task; and it **may have little or no controlling idea or discernible organizational**

structure. The response may include the following:

- **Confusing or ambiguous ideas**
- **Few or no transitional strategies**
- Frequent extraneous ideas that **impede understanding**
- **Too brief to demonstrate knowledge** of focus or organization

Evidence and Elaboration

The response provides **minimal support/evidence** for the **controlling idea or main idea**, including **little if any use of sources, facts**, and details. The response may include the following:

- Minimal, absent, erroneous, or **irrelevant evidence** or citations from the source material
- Expression of **ideas** that is **vague, unclear, or confusing**
- **Limited** and often **inappropriate language** or **domain specific vocabulary**
- Sentences limited to **simple constructions**



Language and Style

The essay **does establish and/or maintain a formal style**. The essays uses **little variety in sentence structure**, and the **language is general** and not domain-specific. The essay contains **errors that interfere with meaning**.

Conventions of Standard English

The response demonstrates a partial command of basic conventions. The response may include the following:

- **Various errors in usage**
- Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling