

# Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 11-12  
Informative

PARCC Written Expression, Grades 6-11  
Research Simulation and Literary Analysis

 <b>Advanced</b>	<b>4</b>
<p> <b>Clarity and Focus</b></p> <p>The essay contains a <b>clear, focused, and effective central idea</b> that <b>thoroughly addresses</b> the <b>demands</b> of the prompt and <b>fulfills</b> the writing <b>purpose</b>. The central idea is significant, meaningful, and engages the audience in a way that contributes important ideas to the topic or related field.</p>	<p><b>Reading Comprehension and Written Expression</b></p> <p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;</li> </ul>
<p> <b>Development</b></p> <p>The essay develops the <b>central idea</b> with highly significant, well-chosen, <b>relevant facts</b>, extended definitions, <b>concrete examples</b>, quotations, etc. that thoroughly address the audience's understanding of the topic in a <b>logical and reasonable</b> way.</p>	<ul style="list-style-type: none"> <li>demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis;</li> <li>uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic;</li> </ul>
<p> <b>Organization</b></p> <p>The essay uses an <b>organizational structure</b> where each new element builds to create a <b>unified whole</b>. The structure enhances and develops the central idea with <b>appropriate, varied transitions</b> 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.</p>	<ul style="list-style-type: none"> <li>is effectively organized with clear and coherent writing;</li> </ul>
<p> <b>Language and Style</b></p> <p>The essay has an <b>established, formal style</b> and objective tone that is maintained throughout. The writing uses <b>precise language</b> and <b>domain-specific vocabulary</b>, 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.</p>	<p><b>Written Expression</b></p> <p>The student response</p> <ul style="list-style-type: none"> <li>is effectively developed with narrative elements and is consistently appropriate to the task;</li> <li>establishes and maintains an effective style.</li> </ul>

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 <b>Proficient</b>		3
 <b>Clarity and Focus</b>	<b>Reading Comprehension and Written Expression</b>	
<p>The essay contains a <b>clear, focused, and effective central idea</b> that <b>thoroughly addresses</b> the demands of the prompt and <b>fulfills</b> the writing <b>purpose</b>. The central idea is significant, meaningful, and engages the audience.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>mostly effective development of claim</b> or topic that is <b>mostly appropriate</b> to task, <b>purpose</b>, and audience;</li> </ul>	
 <b>Development</b>	<ul style="list-style-type: none"> <li>demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>uses <b>mostly clear reasoning</b> supported by <b>relevant text-based evidence</b> in the <b>development of the claim</b> or topic;</li> </ul>	
<p>The essay develops the <b>central idea</b> with the most significant, well-chosen, <b>relevant facts</b>, extended definitions, <b>concrete examples</b>, quotations, etc. that address the audience's understanding of the topic <b>sufficiently</b>.</p>	<ul style="list-style-type: none"> <li>is <b>organized</b> with <b>mostly clear</b> and <b>coherent</b> writing;</li> </ul>	
 <b>Organization</b>		
<p>The essay uses an <b>organizational structure</b> that enhances ideas and development with <b>appropriate, varied transitions</b> that <b>show relationships between and among complex ideas</b>. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a <b>sense of cohesion</b> throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that supports ideas presented.</p>		
 <b>Language and Style</b>	<b>Written Expression</b>	
<p>The essay has an established, <b>formal style</b> and objective tone that is maintained throughout. The writing uses <b>precise language</b> and <b>domain-specific vocabulary</b> to inform or explain the topic in a way that manages the complexity of the topic and <b>attends</b> to the <b>norms</b> and conventions of the <b>discipline</b>.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively developed</b> with <b>narrative elements</b> and is <b>mostly appropriate</b> to the task;</li> <li><b>establishes</b> and <b>maintains</b> a <b>mostly effective style</b>.</li> </ul>	

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 <b>Developing</b> <span style="float: right; font-size: 2em; color: #0070c0;">2</span>	
 <b>Clarity and Focus</b>	<b>Reading Comprehension and Written Expression</b>
<p>The essay contains a clear, focused, and effective <b>central idea</b> that addresses the demands of the prompt and <b>fulfills the writing purpose</b>. The <b>central idea engages</b> the <b>audience</b> to <b>some degree</b>.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;</li> </ul>
 <b>Development</b>	<b>Reading Comprehension and Written Expression</b>
<p>The essay develops the <b>central idea</b> with well-chosen, relevant, and <b>sufficient facts</b>, extended definitions, concrete examples, quotations, etc. that <b>address the audience's understanding</b> of the topic.</p>	<ul style="list-style-type: none"> <li>demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</li> <li>uses some reasoning and text-based evidence in the development of the claim or topic;</li> </ul>
 <b>Organization</b>	<b>Reading Comprehension and Written Expression</b>
<p>The essay uses an <b>organizational structure</b> that enhances ideas with appropriate, <b>varied transitions</b> 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 <b>sense of cohesion</b> throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.</p>	<ul style="list-style-type: none"> <li>demonstrates some organization with somewhat coherent writing;</li> </ul>
 <b>Language and Style</b>	<b>Written Expression</b>
<p>The essay has a <b>functional style</b> that <b>may be maintained</b> throughout. <b>At times</b>, the writing uses <b>some precise language</b> that <b>may be domain-specific</b> in order <b>to inform</b> or explain the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with some narrative elements and is generally appropriate to the task;</li> <li>has a style that is somewhat effective.</li> </ul>

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 <b>Emerging</b> <span style="float: right; font-size: 2em; font-weight: bold;">1</span>	
 <b>Clarity and Focus</b>	<b>Reading Comprehension and Written Expression</b>
<p>The essay contains a <b>central idea</b> that <b>may not be completely clear</b> and focused; the central idea also <b>may not be completely effective</b> in addressing the demands of the prompt, <b>fulfilling the writing purpose</b>, or appropriately engaging the audience.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>• <b>demonstrates limited comprehension of ideas</b> stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> </ul>
 <b>Development</b>	
<p>The essay develops a central idea with facts, definitions, examples, quotations, etc. The writing <b>may not feature details</b> that <b>sufficiently develop</b> the central idea or <b>may incorporate details</b> that are <b>not well-chosen, generally addressing</b> the audience's understanding of the <b>topic</b>.</p>	<ul style="list-style-type: none"> <li>• addresses the prompt and <b>provides minimal development of claim</b> or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>• uses <b>limited reasoning</b> and <b>text-based evidence</b>;</li> </ul>
 <b>Organization</b>	
<p>The <b>lack of structure</b> and <b>appropriate, varied, and effective transitions</b> make the essay <b>difficult to understand</b>. 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.</p>	<ul style="list-style-type: none"> <li>• demonstrates <b>limited organization</b> and <b>coherence</b>;</li> </ul>
 <b>Language and Style</b>	<b>Written Expression</b>
<p>The essay <b>does not have an effective style</b> that is maintained throughout the essay. The <b>language</b> is <b>general</b> and <b>may not fulfill</b> the <b>purpose</b> of informing or explaining the topic.</p>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally developed</b> with <b>few narrative elements</b> and is <b>limited in its appropriateness</b> to the task;</li> <li>• has a <b>style</b> that is <b>minimally effective</b>.</li> </ul>