

Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 11-12
Informative

Smarter Balanced Writing Rubric, Grades 6-11
Explanatory

 Advanced	4
<p data-bbox="394 435 701 483">  Clarity and Focus </p> <p data-bbox="184 521 1003 630"> 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 in a way that contributes important ideas to the topic or related field. </p>	<p data-bbox="1367 448 1629 475"> Organization/Purpose </p> <p data-bbox="1087 521 1919 602"> The response is consistently and purposefully focused: <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 </p> <p data-bbox="1087 634 1919 829"> The response has a clear and effective organizational structure, creating a sense of unity and completeness. <ul style="list-style-type: none"> 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 </p>
<p data-bbox="432 667 674 716">  Organization </p> <p data-bbox="184 753 1020 976"> The essay uses an organizational structure where each new element builds to create a unified whole. The structure enhances and develops the central idea with appropriate, varied transitions 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>	<p data-bbox="1373 1036 1629 1063"> Evidence/Elaboration </p> <p data-bbox="1087 1110 1892 1252"> The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. <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* </p> <p data-bbox="1087 1284 1885 1365"> The response clearly and effectively develops ideas, using precise language: <ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content </p> <p data-bbox="1087 1393 1919 1419"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1024 674 1073">  Development </p> <p data-bbox="184 1110 989 1219"> The essay develops the central idea with highly significant, well-chosen, relevant facts, extended definitions, concrete examples, quotations, etc. that thoroughly address the audience's understanding of the topic in a logical and reasonable way. </p>	
<p data-bbox="401 1268 716 1317">  Language and Style </p> <p data-bbox="184 1349 1010 1490"> The essay has an established, formal style and objective tone that is maintained throughout. The writing uses precise language and domain-specific vocabulary, 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>	

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 **Proficient**

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 **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/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

 **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 supports ideas presented.

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 the most significant, well-chosen, **relevant facts**, extended definitions, **concrete examples**, quotations, etc. that address the audience's understanding of the topic sufficiently.

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 the source material is integrated and relevant, yet may be general
- adequate use of some elaborative techniques*

 **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 **manages** the complexity of the **topic** and **attends** to the **norms** and conventions of the **discipline**.

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

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

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 Developing	2
<p data-bbox="394 435 701 483">  Clarity and Focus </p> <p data-bbox="184 521 1003 602"> The essay contains a clear, focused, and effective central idea that addresses the demands of the prompt and fulfills the writing purpose. The central idea engages the audience to some degree. </p>	<p data-bbox="1367 448 1633 477">Organization/Purpose</p> <p data-bbox="1087 521 1906 602"> The response is somewhat sustained and may have a minor drift in focus: <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> <p data-bbox="1087 638 1892 686"> The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. </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
<p data-bbox="432 670 674 719">  Organization </p> <p data-bbox="184 760 1016 927"> The essay uses an organizational structure that enhances ideas 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 ideas presented. </p>	<p data-bbox="1367 1024 1629 1053">Evidence/Elaboration</p> <p data-bbox="1087 1097 1892 1179"> The response provides uneven, cursory elaboration of the 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 data-bbox="1087 1325 1776 1354"> The response develops 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 data-bbox="1087 1466 1913 1490"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1008 674 1057">  Development </p> <p data-bbox="184 1097 1016 1179"> 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. </p>	
<p data-bbox="401 1260 716 1308">  Language and Style </p> <p data-bbox="184 1341 1016 1422"> The essay has a functional style that may be maintained throughout. At times, the writing uses some precise language that may be domain-specific in order to inform or explain the topic. </p>	

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 Emerging	1
<div data-bbox="394 435 703 483">  Clarity and Focus </div> <p>The essay contains a central idea that may not be completely clear and focused; the central idea also may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience.</p>	<div data-bbox="1360 448 1633 480"> Organization/Purpose </div> <p>The response may be related to the topic but may provide little or no focus:</p> <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 <p>The response has little or no discernible organizational structure.</p> <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
<div data-bbox="430 722 676 771">  Organization </div> <p>The lack of structure and appropriate, varied, and effective 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 support the ideas presented.</p>	<div data-bbox="1360 1023 1633 1055"> Evidence/Elaboration </div> <p>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:</p> <ul style="list-style-type: none"> • 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 <p><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>
<div data-bbox="464 1008 676 1057">  Development </div> <p>The essay develops a central idea with facts, definitions, examples, quotations, etc. The writing may not feature details that sufficiently develop the central idea or may incorporate details that are not well-chosen, generally addressing the audience's understanding of the topic.</p>	
<div data-bbox="401 1287 716 1336">  Language and Style </div> <p>The essay does not have an effective style that is maintained throughout the essay. The language is general and may not fulfill the purpose of informing or explaining the topic.</p>	