

## Revision Assistant Traits, Grades 6-8 Analysis

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



Advanced

4



Claim and Focus

Purpose, Focus, and Organization

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.

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**



Organization

The essay demonstrates **effective transitions** and **an organizational structure** that **enhances analysis**. The essay includes an **introductory paragraph**, as well as a **concluding statement**.



Analysis and Evidence

Evidence and Elaboration

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)**.

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



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.

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



**Proficient**

**3**



**Claim and Focus**

**Purpose, Focus, and Organization**

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 and among the texts and **addresses the demands of the prompt**.

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**



**Organization**

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.



**Analysis and Evidence**

**Evidence and Elaboration**

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.

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**








**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.






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

 <b>Developing</b> <span style="float: right; font-size: 2em; color: #0070c0;">2</span>	
 <b>Claim and Focus</b>	<b>Purpose, Focus, and Organization</b>
<p>The essay <b>does not include a specific or arguable claim</b> 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 <b>may not address the demands of the prompt</b>.</p>	<p>The response is <b>somewhat sustained</b> within the purpose, audience, and task but <b>may include loosely related or extraneous material</b>; and it may have a controlling idea with an <b>inconsistent organizational structure</b>. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Focused controlling idea</b> but <b>insufficiently sustained or unclear</b></li> <li>• <b>Inconsistent use of transitional strategies</b> with little variety</li> <li>• Uneven progression of ideas from beginning to end with an <b>inadequate introduction or conclusion</b></li> </ul>
 <b>Organization</b>	<b>Evidence and Elaboration</b>
<p>The essay's <b>transitions</b> and <b>structure</b> may at times <b>get in the way of a full understanding</b> of the writer's claim. The essay includes an <b>attempt</b> at an <b>introduction</b>/introductory statement and/or <b>conclusion</b>/concluding statement.</p>	<p>The response provides <b>uneven, cursory support/evidence</b> for the controlling idea or main idea that includes <b>partial use</b> of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Weakly integrated</b> evidence from sources; <b>erratic or irrelevant</b> references or citations</li> <li>• <b>Repetitive or ineffective</b> use of elaborative techniques</li> <li>• <b>Imprecise</b> or simplistic <b>expression of ideas</b></li> <li>• Some use of <b>inappropriate domain-specific vocabulary</b></li> <li>• Most sentences <b>limited to simple constructions</b></li> </ul>
 <b>Analysis and Evidence</b>	<b>Conventions of Standard English</b>
<p>The essay relies too heavily on summary and offers only <b>general</b> or <b>surface-level</b> analysis. The essay consists of <b>vague evidence</b> and the evidence is <b>not followed up with explanation</b>.</p>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Some minor errors</b> in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
 <b>Language and Style</b>	
<p>The essay <b>attempts to establish a formal style</b> that may not be maintained throughout. The essay <b>attempts to vary sentence structure</b> and uses <b>some precise language</b> that <b>may be domain-specific</b>, but may address the complexity of the topic <b>inconsistently</b>. The essay contains <b>some errors</b> that may, at times, interfere with meaning.</p>	

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 <b>Emerging</b> <span style="float: right; font-size: 2em; color: #0070c0;">1</span>	
 <b>Claim and Focus</b>	<b>Purpose, Focus, and Organization</b>
<p>The essay has <b>no clear claim</b> to develop. The essay may demonstrate a <b>misunderstanding</b> of the <b>prompt</b> and/or the <b>text(s), neglecting to focus</b> on the task at hand.</p>	<p>The response is related to the topic but may demonstrate <b>little or no awareness of the purpose</b>, audience, and task; and it <b>may have little or no controlling idea</b> or <b>discernible organizational structure</b>. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Confusing or ambiguous ideas</b></li> <li>• <b>Few or no transitional strategies</b></li> <li>• Frequent extraneous ideas that <b>impede understanding</b></li> <li>• <b>Too brief to demonstrate knowledge</b> of focus or organization</li> </ul>
 <b>Organization</b>	
<p>The <b>lack of transitions and structure</b> make the essay <b>hard to understand</b>. The essay is <b>missing</b> an <b>introduction</b> or <b>conclusion</b> of any kind.</p>	
 <b>Analysis and Evidence</b>	<b>Evidence and Elaboration</b>
<p>The essay <b>does not use evidence from the text(s)</b> for the purpose of analysis. The essay consists of <b>summary without analysis, neglecting to focus</b> on the features of the text(s).</p>	<p>The response provides <b>minimal support/evidence</b> for the <b>controlling idea or main idea</b>, including <b>little if any use of sources, facts</b>, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Minimal, absent</b>, erroneous, or <b>irrelevant evidence</b> or citations from the source material</li> <li>• Expression of <b>ideas</b> that is <b>vague, unclear, or confusing</b></li> <li>• <b>Limited</b> and often <b>inappropriate language</b> or <b>domain specific vocabulary</b></li> <li>• Sentences limited to <b>simple constructions</b></li> </ul>
 <b>Language and Style</b>	<b>Conventions of Language</b>
<p>The essay <b>does establish and/or maintain a formal style</b>. The essays uses <b>little variety in sentence structure</b>, and the <b>language is general</b> and not domain-specific. The essay <b>contains errors that interfere with meaning</b>.</p>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Various errors in usage</b></li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>