

## Revision Assistant Traits, Grade 7 Informative

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



### Advanced

4



#### 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**.

#### 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**



#### Organization

The essay uses an **organizational structure** with appropriate and **varied transitions** that **show relationships between and among complex ideas**. The structure creates a **sense of cohesion** throughout the essay, and includes both an **introductory paragraph**, as well as a **concluding statement/paragraph**, that clearly follows from and supports the ideas given.



#### Development

The essay develops the **central idea** with well-chosen, **relevant facts**, definitions, **concrete examples, quotations**, etc. that purposefully **address the audience's understanding** of the topic.

#### 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



#### 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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**Proficient**

**3**



**Clarity and Focus**

The essay contains a **mostly clear** and **focused central idea**. The writing is **effective** in addressing the demands of the prompt and **fulfilling** the writing **purpose**.

**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**



**Organization**

The essay uses an **organizational structure** with **appropriate transitions** that **show relationships between and among ideas** throughout the essay. An **introductory paragraph** is present and the **concluding statement/paragraph** follows from the information given.



**Development**

The essay **develops** the **central idea** with **relevant facts**, definitions, **examples**, quotations, etc. that address the audience's understanding of the topic.

**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**



**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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### Developing

2



#### Clarity and Focus

The essay contains a **central idea** that **may not be completely clear** or **focused**. The writing **does not completely address** the **demands** of the prompt, **nor fulfill** the writing **purpose**.

#### 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**



#### Organization

The **organizational structure** of the essay is **inconsistent and/or ineffective**. **Some transitions may not completely or effectively show relationships** between and among ideas throughout the essay. Either an **introductory paragraph** or a **concluding statement/paragraph may be incomplete or unclear**.

#### 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**



#### Development

The essay develops a **central idea** with **some facts, definitions, examples, quotations**, etc.; however, they **may not be** the most **appropriate** or **effective** supports and/or may be **used inconsistently** throughout the essay.

#### 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



#### 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.

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

1



#### Clarity and Focus

The essay **does not have a clear, focused, and effective central idea** that addresses the demands of the prompt and fulfills the **writing purpose**.

#### 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



#### Organization

The **lack of structure** and **effective transitions** make the essay **difficult to understand**. The essay is **missing entire structural elements**, such as an introductory paragraph and/or concluding statement/paragraph.

#### 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**



#### Development

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

#### 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



#### 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**.