

Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 9-12
Analysis

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

 Advanced	4
<p> Claim and Focus</p> <p>The essay makes a clear claim about the purpose, effectiveness, or message of the text(s) based on the strategies, techniques, or devices of the text(s). The essay maintains focus on analyzing the text(s), using the whole essay to develop the claim and thoroughly address the demands of the prompt.</p>	<p>Reading Comprehension and Written Expression</p> <p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;
<p> Analysis and Evidence</p> <p>The essay cites the most appropriate and valid evidence to support its claim and fully explains how the evidence cited leads to the message or purpose of the text(s). The essay demonstrates insightful reasoning and full understanding of the strategies of the text(s).</p>	<ul style="list-style-type: none"> uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis;
<p> Organization</p> <p>The essay incorporates effective transitions and an organizational structure that enhances the analysis. The essay includes an effective introductory paragraph and a concluding paragraph.</p>	<ul style="list-style-type: none"> is effectively organized with clear and coherent writing;
<p> Language and Style</p> <p>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.</p>	<p>Written Expression</p> <p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; establishes and maintains an effective style.

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 Proficient		3
 Claim and Focus	Reading Comprehension and Written Expression	
<p>The essay makes a clear claim about the purpose, effectiveness, or message of the text(s). The essay maintains a focus on the text(s), but may stray at times from developing the claim. If more than one text is being analyzed, the essay demonstrates a good balance between or among the texts and addresses the demands of the prompt.</p>	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; 	
 Analysis and Evidence	<ul style="list-style-type: none"> uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; 	
 Organization	<ul style="list-style-type: none"> is organized with mostly clear and coherent writing; 	
 Language and Style	Written Expression	
<p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; establishes and maintains a mostly effective style. 	

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 **Developing**

2

 **Claim and Focus**
Reading Comprehension and Written Expression

The essay **makes a claim** about the text(s), but **may not connect the claim to the strategies, techniques, or devices of the text(s)**. The essay **may maintain focus** on the text(s), but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and **may not fully address the demands of the prompt**.

The student response

- **addresses the prompt** and **provides some development** of claim or topic that is **somewhat appropriate** to task, purpose, and audience;

 **Analysis and Evidence**

The essay relies too heavily on summary and offers only **vague analysis** to support its claim and **evidence is not followed up** with analysis. The essay demonstrates **very little reasoning**, and instead includes assertions about the text's or texts' strategies.

- uses **some reasoning** and **text-based evidence** in the development of the claim or topic;
- **demonstrates basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate analysis**;

 **Organization**

The essay's **transitions** and **structure may interfere with a full understanding** of the writer's claim. The essay includes an attempt at an introduction/introductory statement and/or conclusion/concluding statement.

- demonstrates **some organization** with somewhat coherent writing;

 **Language and Style**
Written Expression

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 student response

- is developed with **some narrative elements** and is **generally appropriate** to the task;
- has a **style** that is **somewhat effective**.

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 Emerging 1	
 Claim and Focus	Reading Comprehension and Written Expression
<p>The essay does not have a claim about the text or about the strategies, techniques, or devices of the text(s), but may instead offer overly general facts as a claim. The essay does not develop a claim throughout the essay and does not address the demands of the prompt.</p>	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis;
 Analysis and Evidence	Reading Comprehension and Written Expression
<p>The essay does not use evidence from the text(s) for the purpose of analysis. The essay may incorporate summary without analysis, neglecting to focus on the features of the text(s).</p>	<ul style="list-style-type: none"> • uses limited reasoning and text-based evidence; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience;
 Organization	Reading Comprehension and Written Expression
<p>The lack of transitions and structure make the essay hard to follow. The essay is missing an introduction or conclusion of any kind.</p>	<ul style="list-style-type: none"> • demonstrates limited organization and coherence;
 Language and Style	Written Expression
<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • has a style that is minimally effective.