






Revision Assistant/PARCC Rubric Crosswalk

Revision Assistant Traits, Grades 11-12
Informative






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

 Advanced	4
<p> Clarity and Focus</p> <p>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>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> Development</p> <p>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>	<ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic;
<p> Organization</p> <p>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>	<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 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>	<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
 Clarity and Focus	Reading Comprehension and Written Expression	
<p>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.</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; 	
 Development	<ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; 	
 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 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.</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	
 Clarity and Focus	Reading Comprehension and Written Expression
<p>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>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;
 Development	<ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; uses some reasoning and text-based evidence in the development of the claim or topic;
 Organization	<ul style="list-style-type: none"> demonstrates some organization with somewhat coherent writing;
<p>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>	
 Organization	
<p>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>	
 Language and Style	Written Expression
<p>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>	<p>The student response</p> <ul style="list-style-type: none"> 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	
 Clarity and Focus	Reading Comprehension and Written Expression
<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>	<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;
 Development	Reading Comprehension and Written Expression
<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>	<ul style="list-style-type: none"> • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence;
 Organization	Reading Comprehension and Written Expression
<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>	<ul style="list-style-type: none"> • demonstrates limited organization and coherence;
 Language and Style	Written Expression
<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>	<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.