

Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 9-10
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 1014 605"> 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 data-bbox="1367 448 1633 477">Organization/Purpose</p> <p data-bbox="1087 521 1902 605"> The response is consistently and purposefully focused: <ul data-bbox="1108 548 1902 605" 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 638 1913 834"> The response has a clear and effective organizational structure, creating a sense of unity and completeness. <ul data-bbox="1108 691 1913 834" 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="432 654 674 703">  Organization </p> <p data-bbox="184 748 1020 946"> 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 follows from and supports ideas presented. </p>	<p data-bbox="1371 1021 1629 1050">Evidence/Elaboration</p> <p data-bbox="1087 1092 1902 1232"> The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of sources material. <ul data-bbox="1108 1146 1881 1232" style="list-style-type: none"> • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • effective use of a variety of elaborative techniques* </p> <p data-bbox="1087 1265 1902 1349"> The response clearly and effectively elaborates ideas, using precise language: <ul data-bbox="1108 1292 1793 1349" style="list-style-type: none"> • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content </p> <p data-bbox="1087 1377 1913 1398"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1003 674 1052">  Development </p> <p data-bbox="184 1092 989 1177"> 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. </p>	
<p data-bbox="401 1243 716 1292">  Language and Style </p> <p data-bbox="184 1325 999 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. The essay informs or explains the topic in a way that addresses the complexity of the topic and attends to the conventions 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 appropriately 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** 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.

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

Evidence/Elaboration

The **response** provides **adequate** elaboration **support/evidence** for the **thesis/controlling idea** that includes the use of source material.

- **adequate evidence** (**facts** and details) from 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="184 516 1020 630"> The essay contains a central idea that may not be completely clear and focused. The central idea may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience. </p>	<p data-bbox="1367 448 1629 480">Organization/Purpose</p> <p data-bbox="1087 516 1902 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 630 1864 773"> The response has an inconsistent organizational structure. <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>
<p data-bbox="432 709 674 758">  Organization </p> <p data-bbox="184 797 999 940"> The essay uses an organizational structure with transitions that shows relationships between and among ideas. The writing may create a sense of cohesion throughout, including an introductory paragraph and/or concluding statement/paragraph. The concluding statement/paragraph follows from and supports the ideas presented. </p>	<p data-bbox="1371 1027 1625 1060">Evidence/Elaboration</p> <p data-bbox="1087 1099 1902 1183"> The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. <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> <p data-bbox="1087 1328 1885 1442"> The response develops ideas unevenly, using simplistic language: <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> <p data-bbox="1087 1471 1913 1495"> <small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small> </p>
<p data-bbox="464 1015 678 1063">  Development </p> <p data-bbox="184 1099 1003 1213"> The essay develops the central idea with relevant facts, definitions, examples, quotations, etc. that generally address the audience's understanding of the topic. The writing may not sufficiently develop the central idea with support and details or the support and details may not be well-chosen. </p>	
<p data-bbox="401 1289 716 1338">  Language and Style </p> <p data-bbox="184 1373 1014 1458"> The essay attempts a formal style that may not be maintained throughout. The writing uses some precise language that may be domain-specific at times in order to inform or explain the topic. </p>	

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 Emerging	1
<div data-bbox="394 435 701 483">  Clarity and Focus </div> <p>The essay does not have a clear, focused and/or effective central idea that addresses the demands of the prompt. The writing does not appropriately engage the audience, nor fulfill the writing purpose.</p>	<div data-bbox="1367 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="432 699 674 748">  Organization </div> <p>The lack of structure and 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 follow from and support the ideas presented.</p>	
<div data-bbox="464 992 678 1040">  Development </div> <p>The essay does not develop a central idea with relevant facts, definitions, examples, quotations, etc. Some details to develop the ideas may be present but may not be sufficient to effectively develop the central idea.</p>	<div data-bbox="1367 1008 1629 1040">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 sources 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 or 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
<div data-bbox="401 1273 716 1321">  Language and Style </div> <p>The essay does not have a formal style. The language is not precise or domain-specific and may not help to fulfill the purpose of informing or explaining the topic.</p>	<p>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</p>