

Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 9-12
Analysis

Smarter Balanced Writing Rubric, Grades 6-11
Explanatory

 Advanced	4
<p data-bbox="401 435 699 483">  Claim and Focus </p> <p data-bbox="184 521 1018 630"> 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 data-bbox="1367 451 1633 483"> Organization/Purpose </p> <p data-bbox="1087 521 1896 602"> The response is consistently and purposefully focused: <ul data-bbox="1108 548 1896 602" style="list-style-type: none"> • thesis/controlling main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience </p> <p data-bbox="1087 634 1875 688"> The response has a clear and effective organizational structure, creating a sense of unity and completeness. </p> <ul data-bbox="1108 691 1913 829" style="list-style-type: none"> • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • effective introduction and conclusion
<p data-bbox="432 695 674 743">  Organization </p> <p data-bbox="184 792 1010 873"> 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>	
<p data-bbox="394 946 730 995">  Analysis and Evidence </p> <p data-bbox="184 1044 1018 1157"> 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>	<p data-bbox="1371 963 1629 995"> Evidence/Elaboration </p> <p data-bbox="1087 1044 1896 1097"> The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of sources materials. </p> <ul data-bbox="1108 1101 1896 1187" style="list-style-type: none"> • comprehensive evidence (facts and details) from source materials is integrated, relevant and specific • effective use of a variety of elaborative techniques*
<p data-bbox="405 1230 716 1279">  Language and Style </p> <p data-bbox="184 1317 999 1458"> 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 data-bbox="1087 1219 1885 1243"> The response clearly and effectively develops ideas, using precise language: </p> <ul data-bbox="1108 1247 1791 1300" style="list-style-type: none"> • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content <p data-bbox="1087 1333 1913 1357"> *Elaborative techniques may include the use of personal experiences that support the controlling idea. </p>

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 Proficient	3
 Claim and Focus 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 .	Organization/Purpose The response is generally focused : <ul style="list-style-type: none"> • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience 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. <ul style="list-style-type: none"> • 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
 Organization The essay's transitions and structure make it clear and easy to follow . The essay includes an introductory paragraph or statement, as well as a concluding paragraph or statement.	Evidence/Elaboration The response provides adequate elaboration of the support/evidence for the thesis/controlling idea includes the use of source material. <ul style="list-style-type: none"> • adequate evidence (facts and details) from source material is integrated and relevant, yet may be general • adequate use of some elaborative techniques* The response adequately elaborates ideas, employing a mix of precise and more general language : <ul style="list-style-type: none"> • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident
 Analysis and Evidence The essay cites appropriate evidence to support its claim and follows up evidence with explanations of how it works to achieve the author's message . Summary, if present, is balanced with analysis. The essay demonstrates some reasoning and a basic understanding of the text's or texts' strategies.	The response adequately elaborates ideas, employing a mix of precise and more general language : <ul style="list-style-type: none"> • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident
 Language and Style 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.	*Elaborative techniques may include the use of personal experiences that support the controlling idea.

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 Developing		2
 Claim and Focus	Organization/Purpose	
<p>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.</p>	<p>The response is may have a minor drift in focus:</p> <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>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected.</p> <ul style="list-style-type: none"> • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak 	
 Organization	Evidence/Elaboration	
<p>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.</p>	<p>The response provides uneven, cursory support/evidence for the thesis/controlling idea that includes uneven or limited use of source material.</p> <ul style="list-style-type: none"> • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • some evidence (facts and details) from source material may be weakly integrated, imprecise, repetitive, vague, and/or copied <p>The response elaborates ideas unevenly, using simplistic language:</p> <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><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>	
 Analysis and Evidence	Language and Style	
<p>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.</p>	<p>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.</p>	

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 Emerging	1
<div data-bbox="409 435 714 487">  Claim and Focus </div> <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>	<div data-bbox="1360 446 1633 479">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 • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • introduction and/or conclusion may be missing
<div data-bbox="415 722 676 776">  Organization </div> <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>	
<div data-bbox="403 982 745 1036">  Analysis and Evidence </div> <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>	<div data-bbox="1360 1003 1627 1036">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 source 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, 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="409 1266 730 1320">  Language and Style </div> <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>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</p>