

## Constructed Response Scoring Rubric (Arguments/Claims)

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to evaluate the arguments and claims in two texts and to assess the relevance and soundness of the argument/evidence</li> <li>• Includes specific examples/details that make clear reference to the texts</li> <li>• Adequately explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to evaluate the arguments and claims in two texts and to assess the relevance and soundness of the argument/evidence</li> <li>• Includes vague/limited examples/details that make reference to the texts</li> <li>• Explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to evaluate the arguments and claims in two texts or to assess the relevance and soundness of the argument/evidence</li> </ul>
Score	Comments

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2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to evaluate the arguments and claims in two texts and to assess the relevance and soundness of the argument/evidence</li> <li>• Includes specific examples/details that make clear reference to the texts</li> <li>• Adequately explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to evaluate the arguments and claims in two texts and to assess the relevance and soundness of the argument/evidence</li> <li>• Includes vague/limited examples/details that make reference to the texts</li> <li>• Explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts</li> </ul>
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## Extended Response Scoring Rubric (Narrative)

Points	Criteria
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively establishes a situation and introduces a narrator and/or characters</li> <li>Organizes an event sequence that unfolds naturally</li> <li>Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters</li> <li>Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another</li> <li>Uses precise words, phrases, and sensory language consistently to convey experiences and events</li> <li>Provides a conclusion that follows from the narrated experiences or events</li> <li>Integrates ideas and details from source material effectively</li> <li>Has very few or no errors in usage and/or conventions that interfere with meaning</li> </ul>
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Establishes a situation and introduces one or more characters</li> <li>Organizes events in a clear, logical order</li> <li>Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>Uses words, phrases, and details to convey experiences and events</li> <li>Provides an appropriate conclusion</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions that interfere with meaning</li> </ul>
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Introduces a vague situation and at least one character</li> <li>Organizes events in a sequence but with some gaps or ambiguity</li> <li>Attempts to use a narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>Uses some words or phrases inconsistently to convey experiences and events</li> <li>Provides a weak or ambiguous conclusion</li> <li>Attempts to integrate ideas or details from source material</li> <li>Has frequent errors in usage and conventions that sometimes interfere with meaning</li> </ul>
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Response is a summary of the story</li> <li>Provides a weak or minimal introduction of a situation or a character</li> <li>May be too brief to demonstrate a complete sequence of events</li> <li>Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters</li> <li>Uses words that are inappropriate, overly simple, or unclear</li> <li>Provides few, if any, words that convey experiences, or events, or signal shifts from one time frame or setting to another</li> <li>Provides a minimal or no conclusion</li> <li>May use few, if any, ideas or details from source material</li> <li>Has frequent major errors in usage and conventions that interfere with meaning</li> </ul>
Score	Comments

## Extended Response Scoring Rubric (Informational/Explanatory Trait I)

Points	Criteria for Idea Development, Organization, and Coherence
4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• Effectively develops a topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Effectively uses transitions to connect and clarify relationships among ideas</li> <li>• Uses precise language and domain-specific vocabulary to effectively inform and explain about the topic</li> <li>• Establishes and maintains a formal style</li> <li>• Provides a strong concluding statement or section that follows from the information or explanation presented</li> </ul>
3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Generally organizes ideas, concepts, and information</li> <li>• Develops a topic with a few facts, definitions, concrete details, quotations, or other information and examples • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to inform and explain about the topic</li> <li>• Maintains a formal style, for the most part</li> <li>• Provides a concluding statement or section</li> </ul>
2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details</li> <li>• Ineffectively organizes ideas, concepts, and information</li> <li>• Uses limited language and vocabulary that does not inform or explain the topic</li> <li>• Uses few transitions to connect and clarify relationships among ideas</li> <li>• Uses a formal style inconsistently or uses an informal style</li> <li>• Provides a weak concluding statement or section</li> </ul>
1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Uses a very informal style</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
Score	Comments

## Extended Response Scoring Rubric (Informational/Explanatory Trait II)

Points	Criteria for Language Usage and Conventions
3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"><li>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</li><li>• Shows command of language and conventions when writing</li><li>• Any errors in usage and conventions do not interfere with meaning</li></ul>
2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"><li>• Varies some sentence patterns for meaning, reader/listener interest, and style</li><li>• Shows some knowledge of languages and conventions when writing</li><li>• Has minor errors in usage and conventions with no significant effect on meaning</li></ul>
1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"><li>• Has fragments, run-ons, and/or other sentence structure errors</li><li>• Shows little knowledge of languages and conventions when writing</li><li>• Has frequent errors in usage and conventions that interfere with meaning</li></ul>
Score	Comments

## Extended Response Scoring Rubric (Argumentative Trait I)

Points	Criteria for Idea Development, Organization, and Coherence
4	<p><i>The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant evidence.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces an opinion or claim and organizes supporting reasons and evidence clearly</li> <li>• Supports claims with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources</li> <li>• Uses words, phrases, or clauses effectively to connect ideas and clarify relationships among claims and reasons</li> <li>• Establishes and maintains formal style that is appropriate for the task, purpose, and audience</li> <li>• Provides a strong concluding statement or section that logically follows from the argument presented</li> </ul>
3	<p><i>The student's response is a complete argument that relates and supports claims with some evidence.</i></p> <ul style="list-style-type: none"> <li>• Introduces a claim or opinion and organizes supporting reasons</li> <li>• Supports claims with reasons and evidence using some facts, details, or other information from generally credible sources</li> <li>• Uses words, phrases, or clauses to connect ideas and link claims and reasons</li> <li>• Uses formal style fairly consistently for the task, purpose, and audience</li> <li>• Provides a concluding statement or section that follows from the argument presented</li> </ul>
2	<p><i>The student's response is an incomplete or oversimplified argument that relates and partially supports claims with loosely related evidence.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a claim or opinion</li> <li>• Attempts to support claims and opinions with reasons and evidence sometimes, but relevancy is often unclear</li> <li>• Uses few words, phrases, or clauses to connect ideas and link claims and reasons.</li> <li>• Uses formal style inconsistently or uses informal style</li> <li>• Provides a weak concluding statement or section</li> </ul>
1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a claim or opinion or claim</li> <li>• May not support claims or opinions</li> <li>• May be too brief to connect related ideas</li> <li>• Uses very informal style that is not appropriate for task, purpose, or audience</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
Score	Comments

## Extended Response Scoring Rubric (Argumentative Trait II)

Points	Criteria for Language Usage and Conventions
3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</li> <li>• Maintains consistency in style and tone</li> <li>• Shows command of language and conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning</li> </ul>
2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Varies some sentence patterns for meaning, reader/listener interest and style</li> <li>• Generally maintains consistent style and tone</li> <li>• Shows some knowledge of languages and conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning</li> </ul>
1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Uses simple sentence patterns with little variety</li> <li>• Shows inconsistency in style and tone</li> <li>• Shows little knowledge of languages and conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning</li> </ul>
Score	Comments