**Grades 6 – 11 Condensed Scoring Rubric for Prose Constructed Response Items**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point: 0** |
| **Reading****Comprehension of Key Ideas and Details** | The student responseprovides an accurateanalysis of what thetext says explicitlyand inferentially and cites convincingtextual evidence to support the analysis,showing fullcomprehension ofcomplex ideasexpressed in thetext(s). | The student responseprovides a mostly accurateanalysis of what thetext says explicitly andinferentially and citestextual evidence tosupport the analysis,showing extensivecomprehension ofideas expressed in thetext(s). | The studentresponse provides agenerally accurateanalysis of what thetext says explicitly orinferentially and citedtextual evidence,shows a basiccomprehension ofideas expressed inthe text(s). | The studentresponse provides a minimally accurateanalysis of what thetext says and citedtextual evidence,shows limitedcomprehension ofideas expressed inthe text(s). | The student responseprovides aninaccurate analysis or no analysis of thetext, showing little to no comprehension ofideas expressed inthe text(s). |
| **Writing****Written Expression** | --The student responseaddresses the promptand provideseffective andcomprehensivedevelopment of theclaim, topic and/ornarrative elementsby using clear andconvincing reasoning,details, text-basedevidence, and/ordescription; thedevelopment isconsistentlyappropriate to thetask, purpose, andaudience.--The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. | --The student responseaddresses the promptand provides effectivedevelopment of theclaim, topic and/ornarrative elements byusing clear reasoning,details, text-basedevidence, and/ordescription; thedevelopment is largelyappropriate to the task,purpose, andaudience.--The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer’s progression of ideas. | --The studentresponse addressesthe prompt andprovides somedevelopment of theclaim, topic and/ornarrative elementsby using somereasoning, details,text-based evidence,and/or description;the development is somewhatappropriate to thetask, purpose, and audience.--The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer’s progression of ideas usually discernible but not obvious. | --The studentresponse addressesthe prompt anddevelops the claim,topic and/or narrativeelements minimallyby using limitedreasoning, details,text-based evidenceand/or description;the development islimited in itsappropriateness tothe task, purpose,and/or audience.--The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear. | --The student responseis underdevelopedand thereforeinappropriate to the task, purpose, and/or audience.--The student response demonstrates a lack of coherence, clarity, and cohesion. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Writing****Written Expression*****(continued)*** | --The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. | --The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. | --The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary. | --The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary. | --The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language. |
| **Writing****Knowledge of Language and Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding. | The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding. |