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

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| **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 response  provides an accurate  analysis of what the  text says explicitly  and inferentially and cites convincing  textual evidence to support the analysis,  showing full  comprehension of  complex ideas  expressed in the  text(s). | The student response  provides a mostly accurate  analysis of what the  text says explicitly and  inferentially and cites  textual evidence to  support the analysis,  showing extensive  comprehension of  ideas expressed in the  text(s). | The student  response provides a  generally accurate  analysis of what the  text says explicitly or  inferentially and cited  textual evidence,  shows a basic  comprehension of  ideas expressed in  the text(s). | The student  response provides a minimally accurate  analysis of what the  text says and cited  textual evidence,  shows limited  comprehension of  ideas expressed in  the text(s). | The student response  provides an  inaccurate analysis or no analysis of the  text, showing little to no comprehension of  ideas expressed in  the text(s). |
| **Writing**  **Written Expression** | --The student response  addresses the prompt  and provides  effective and  comprehensive  development of the  claim, topic and/or  narrative elements  by using clear and  convincing reasoning,  details, text-based  evidence, and/or  description; the  development is  consistently  appropriate to the  task, purpose, and  audience.  --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 response  addresses the prompt  and provides effective  development of the  claim, topic and/or  narrative elements by  using clear reasoning,  details, text-based  evidence, and/or  description; the  development is largely  appropriate to the task,  purpose, and  audience.  --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 student  response addresses  the prompt and  provides some  development of the  claim, topic and/or  narrative elements  by using some  reasoning, details,  text-based evidence,  and/or description;  the development is somewhat  appropriate to the  task, 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 student  response addresses  the prompt and  develops the claim,  topic and/or narrative  elements minimally  by using limited  reasoning, details,  text-based evidence  and/or description;  the development is  limited in its  appropriateness to  the 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 response  is underdeveloped  and therefore  inappropriate to the task, purpose, and/or audience.  --The student response demonstrates a lack of coherence, clarity, and cohesion. |

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| **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. |