

Rubric

Writing – Construct a Claim (Grades 6–8)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas. • The student’s message is easily understood on a first reading.
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. Occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized, and uses transitional words and phrases to connect ideas, though occasionally connections between ideas may be unclear. • The student’s message is generally clear.
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to common linking words. • The student’s overall message is understood, but some reader effort is required.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student’s opinion. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in vocabulary and syntax seriously obscure meaning. • The response is seriously underdeveloped and lacks coherence.
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

Nonscoreable code:

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Rubric

Writing – Extended Literature Set (Grades 6–8)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are consistent with the stimulus. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details relevant to the reading stimulus. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student’s message is easily understood on a first reading.
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple, compound, and complex sentence structures that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt or reading stimulus. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student’s message is generally clear.
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student’s overall message is understood, but some reader effort is required.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

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Writing – Respond to a Peer Email (Grades 6–8)

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none">• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are accurate, though the response may contain a few noticeable errors that do not obscure the student's meaning.• The student successfully addresses the topic and task by stating an opinion and supporting it effectively with at least TWO sufficient reasons. Organizational logic is clear throughout the response, and transitional words and phrases are used appropriately.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">• The response contains a narrow range of vocabulary and simple and compound sentence structures that are largely appropriate. Errors in word choice and grammar may occasionally obscure meaning.• The response is partially successful in addressing the topic and task. Reasons supporting the student's opinion may be somewhat developed, occasionally redundant, or unclearly connected to the main idea. Organizational logic and transitional words are used in parts of the response, but some may be missing or obscure.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">• Limitations in vocabulary and sentence structures obscure meaning throughout the response, though the response may contain some content relevant to the stimulus.• The response is underdeveloped and reasons are insufficient to support the student's opinion. Connections among ideas are missing or obscure throughout the response, interfering with meaning.
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

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Writing – Short Literature Set (Grades 6–8)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are consistent with the stimulus. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details relevant to the reading stimulus. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student’s message is easily understood on a first reading.
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple, compound, and complex sentence structures that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt or reading stimulus. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student’s message is generally clear.
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student’s overall message is understood, but some reader effort is required.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

Rubric

Writing – Storyboard (Grades 6–8)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate to the pictures. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student’s message is easily understood on a first reading.
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student’s message is generally clear.
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student’s overall message is understood, but some reader effort is required.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant or missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
0	<p>The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.</p>

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Writing – Writing Questions (Grades 6–8)

Score	Description
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none">• The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning.• The response successfully addresses the prompt and is consistent with the stimulus.
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none">• Though the student’s overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response.• Content may be related to the stimulus, but the response does not complete the required task.
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none">• Errors in grammar and word choice obscure the overall meaning of the response.• The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

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