

COMMON CORE ALIGNED WRITING RUBRICS

Includes both Teacher & Student Friendly Rubrics



**Reading
Comprehension**

**Writing:
Developing
Ideas**

**Writing:
Organization of
Ideas**

**Language:
Diction &
Conventions**



Grades 9-10

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Thank You and Some Notes...

Thank you for purchasing Dr. Dea's PARCC Aligned Writing Rubric series. The rubric criteria are based on PARCC's Expanded Rubric for Analytic and Narrative Writing (2013) and the rubric descriptors are based on [PARCC Grade 9-11 Writing Evidence Tables](#) (2015). As such, they are aligned to the Common Core ELA/Literacy Standards.

Included in this packet is a four-point rubric based on [PARCC Grade 6-11 ELA/Literacy Scoring Rubric](#) (2015) and a student-friendly checklist for writing in each of the writing types: argument/opinion, inform/explain, and narrative. Teachers should carefully consider how to use rubric scale scores when assigning grades.

Within the teacher rubric, Dr. Dea has included specific CCSS language from the writing standards as well as the grammar and usage standards for each grade. Using consistent language between the standards and the rubric connects specific composition elements that need to be taught and learned within classroom instruction. Elements provided are grade-specific and do not reflect standards expected to have been learned in previous grades.

Notations Regarding PARCC's Recent Rubric Update

PARCC's Expanded Rubric was a single, generic rubric intended to evaluate all three writing forms (argument, informative, and narrative). In July 2014, the rubric was updated and the decision was made to separate the narrative rubric from analytic rubric (argument and inform/explain). That rubric underwent further edits in 2015. Dr. Dea's rubric continues to use the single rubric approach by relying more heavily on language of the standards to delineate the writing format.

Note that in the rubric's description for scoring trait criteria, the distinction between writing types is implied by the Common Core language of the descriptor. For example, references to narrative elements in the descriptor include those elements delineated in W.9-10.3: developing a context or point-of-view, introducing a narrator and/or developing characters, sequencing of events, using dialogue, and developing a conclusion that follows from the events. (p. 43). Similarly, the shift in expectations within the construction of argument begins in the 7th grade and continues to develop through the high school grades. Although not specifically noted on PARCC rubrics, Dr. Dea has chosen to include this shift in the student-friendly checklist.

If you have further questions about how to use the rubric or if you are looking for professional learning opportunities at your school for embedding reading and writing in daily practice, please email Dr. Dea: dea@partnerinedu.com

Resources:

[Common Core State Standards for English Language Arts and Literacy](#). (2010). National Governors Association Center for Best Practices and Council of Chief State School Officers.

[PARCC Grade 9-11 Writing Evidence Tables](#) (2015). Partnership for Assessment of Readiness for College and Careers.

[PARCC Grade 6-11 ELA/Literacy Scoring Rubric](#) (2015). Partnership for Assessment of Readiness for College and Careers.

GRADES 9-10 TEACHER SCALE SCORE RUBRIC

Criteria	Scale Score	Descriptors
<p>Reading Comprehension of Key Ideas & Details <i>Note: Type of textual evidence required is prompt specific</i></p>		<p>4. Accurate analysis; cites convincing textual evidence as support; full comprehension of complex ideas. 3. Mostly accurate analysis; cites textual evidence as support; comprehension of ideas. 2. Generally accurate analysis; cites textual evidence; basic comprehension of text(s). 1. Minimally accurate textual analysis; cites textual evidence; limited comprehension. 0. Inaccurate or no textual analysis; little to no comprehension of text ideas.</p>
<p>Written Expression Development of Ideas</p>		<p>Always addresses the prompt with 4. Effective/comprehensive development of claim/topic/narrative; distinguishes claim from opposing claims; develops claim & counterclaims fairly; clear/convincing reasoning, (note W.9.1b.), details, relevant text-based evidence, description; consistently appropriate to task/purpose/audience. 3. Effective development of claim/topic/narrative; distinguishes claim from opposing claims, clear reasoning, details, text-based evidence, description; mostly appropriate to task/purpose/audience. 2. Some development of claim/topic/narrative; some reasoning, details, text-based evidence, and/or description; somewhat appropriate to task/purpose/audience. 1. Develops claim, topic and/or narrative elements; limited reasoning, details, text-based evidence, description; limited appropriateness to task/purpose/audience. 0. Underdeveloped; inappropriate to the task, purpose, and/or audience.</p>
<p>Written Expression Organization</p>		<p>4. Purposeful coherence, clarity, & cohesion (note W.9-10.1a); strong introduction, conclusion; make connections between & among arguments and complex ideas; logical, well-executed progression of ideas; easy, enjoyable to follow progression. 3. Great deal of coherence, clarity, & cohesion; introduction, conclusion, and a logical progression of ideas; fairly easy to follow progression. 2. Some coherence, clarity, &/or cohesion; introduction, conclusion, and logically grouped ideas; progression of ideas discernible but not obvious. 1. Limited coherence, clarity, &/or cohesion; progression of ideas somewhat unclear. 0. Lack of coherence, clarity and cohesion; structure evokes a sense of randomness.</p>
<p>Written Expression Clarity of Language</p>		<p>Writing styles that... 4. Attend to disciplinary norms; are consistently precise, descriptive language, sensory details, linking & transitional words, language to indicate tone, and/or domain-specific vocabulary. 3. Attend to disciplinary norms; mostly precise, descriptive language, sensory details, transitional words, language to indicate tone, and/or domain-specific vocabulary. 2. Use some precise, descriptive language, sensory details, transitional words, language to indicate tone and/or domain-specific vocabulary. 1. Have limited effectiveness; use limited sensory details or transitional words; lack the use of domain-specific vocabulary. 0. Develop inappropriate style; show little awareness of writing norms; use little to no precise language. <i>Knowledge of Language: L.9-10.3. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</i></p>

Continue to next page for final criteria ➡

<p>Writing Knowledge of Language and Conventions</p>	<ol style="list-style-type: none"> 4. Exceptional command of conventions; may use grammar conventions in clever ways. 3. Few minor errors in grammar and usage; meaning clear throughout. 2. Some command of conventions; errors occasionally impede understanding; may find patterns of error. 1. Limited command of the conventions; multiple and varied errors demonstrating minimal control over language; multiple distracting errors often impede understanding. 0. Little to no command of conventions; frequent and varied errors in grammar and usage; little or no control over language; frequent distracting errors in grammar and usage make understanding burdensome. <p><i>Grammar & Usage Conventions:</i></p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>
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Grade 9-10: Student Friendly Writing Reflection Checklist

Criteria	Descriptors		
Reading	<input type="checkbox"/> I incorporated what the text said explicitly and what the text implied. I cited sources as necessary and explained/interpreted citations. My writing shows I understood what I read. <input type="checkbox"/> I incorporated what the text said explicitly and sometimes what the text implied. I cited sources. I tried to understand what I read. My writing helped me work through the text. <input type="checkbox"/> My writing is about what the text explicitly said. I cited the text in my writing. I found the text hard to understand. <input type="checkbox"/> I tried to write about the text. I didn't cite. I don't understand the text. <input type="checkbox"/> I didn't write about the information I read; I don't understand it.		
	Argument	Informative	Narrative
Development of Ideas	<input type="checkbox"/> I wrote to the topic, task/purpose & audience of the prompt. <input type="checkbox"/> I provided credible & reasoned support for my claim using accurate examples, facts, and anecdotes. <input type="checkbox"/> I explain the limitations of positions other than my own & support my counterclaim with quality reasons.	<input type="checkbox"/> I wrote to the topic, task/purpose & audience of the prompt. <input type="checkbox"/> My introduction oriented the reader to my task. <input type="checkbox"/> I developed the topic with multiple quotations, concrete details, facts, examples, extended definitions, and anecdotes.	<input type="checkbox"/> I developed P-O-V through narrator or characters or both. <input type="checkbox"/> I described characters and situations effectively. <input type="checkbox"/> I established motive through dialogue to reveal thoughts & feelings. <input type="checkbox"/> I introduced a series of well-chosen events or episodes with effective pacing/timing.
Organization of Ideas	<input type="checkbox"/> I introduced a precise claim clearly distinguished from opposing/alternate claims. <input type="checkbox"/> I logically progress from my claim to the counterclaims of the opposition. <input type="checkbox"/> I wrote a conclusion that supports my position and reinforces my argument's importance or validity.	<input type="checkbox"/> I clearly introduced my topic and made it relevant. <input type="checkbox"/> I organized ideas & made connections/distinctions that build reader understanding. <input type="checkbox"/> I used headers and graphics to help readers understand. <input type="checkbox"/> My conclusion supports the topic information.	<input type="checkbox"/> I developed narrative context through the setting, situation or problem. <input type="checkbox"/> I used effective techniques to sequence events which may include a subplot. <input type="checkbox"/> I incorporated moments of reflection to provide insight. <input type="checkbox"/> I wrote an effective conclusion/resolution.
Word Choice	<input type="checkbox"/> I used words that clarify the relationships between claim(s) & reasons; between reasons & evidence; between claim(s) and counterclaims. <input type="checkbox"/> I maintained a formal & objective tone.	<input type="checkbox"/> I used mature language to maintain formal/objective tone. <input type="checkbox"/> I connected ideas with linking & transitional words. <input type="checkbox"/> I used domain-specific vocabulary.	<input type="checkbox"/> Dialogue language is appropriate to the speaker. <input type="checkbox"/> I included descriptive words and sensory language to develop people and events. <input type="checkbox"/> I used words that show changes in time and place.
Conventions	<input type="checkbox"/> I checked my work; no grammar/spelling/ citation errors. <input type="checkbox"/> I didn't check my work but think I have no errors in grammar & spelling. <input type="checkbox"/> I have many errors in grammar & spelling.	<input type="checkbox"/> I checked my work; no grammar/spelling/citation errors. <input type="checkbox"/> I didn't check my work but think I have no errors in grammar & spelling. <input type="checkbox"/> I have many errors in grammar & spelling.	<input type="checkbox"/> I checked my work; no grammar/spelling errors <input type="checkbox"/> I didn't check my work but I think I have no errors in grammar & spelling. <input type="checkbox"/> I have many errors in grammar & spelling.