

GRADES 6-11: COMMON CORE / PARCC ALIGNED RUBRIC FOR ANALYTIC & NARRATIVE WRITING



**GRADES 6-11 ANALYTIC SCORING RUBRIC
BASED ON PARCC RUBRIC FOR ARGUMENT, EXPLAIN/INFORM & NARRATIVE WRITING**

Criteria	Performance Level	Descriptors
<p>Reading¹ Comprehension of Key Ideas & Details <i>Note: Type of textual evidence required is prompt specific</i></p>		<p>4. Accurate textual analysis; cites convincing textual evidence as support; full comprehension¹ of complex ideas expressed in the text(s). 3. Accurate textual analysis; cites textual evidence to support the analysis; extensive comprehension¹ of ideas expressed in the text(s). 2. Mostly accurate textual analysis; cited textual evidence; basic comprehension¹ of ideas expressed in the text(s). 1. Minimally accurate textual analysis; cited textual evidence; limited comprehension¹ of ideas expressed in the text(s). 0. Inaccurate or no textual analysis; little to no comprehension¹ 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 elements²; clear and convincing reasoning, details, text-based evidence, and/or description; appropriate to task, purpose, and audience. 3. Effective development of the claim, topic and/or narrative elements²; clear reasoning, details, text-based evidence, and/or description; largely appropriate to task, purpose, and audience. 2. Some development of the claim, topic and/or narrative elements²: some reasoning, details, text-based evidence, and/or description; somewhat appropriate to task, purpose, and audience. 1. Develops the claim, topic and/or narrative elements²; limited reasoning, details, text-based evidence and/or description; limited appropriateness to task, purpose, and/or audience. 0. Underdeveloped; inappropriate to the task, purpose, and/or audience.</p>
<p>Writing Written Expression Organization</p>		<p>4. Purposeful coherence, clarity, & cohesion³; strong introduction, conclusion; logical, well-executed progression of ideas; easy to follow progression of ideas. 3. Great deal of coherence, clarity, & cohesion³; introduction, conclusion, and a logical progression of ideas; fairly easy to follow progression of ideas. 2. Some coherence, clarity, &/or cohesion³; introduction, conclusion, and logically grouped ideas; progression of ideas discernible but not obvious. 1. Limited coherence, clarity, &/or cohesion²; progression of ideas somewhat unclear. 0. Lack of coherence, clarity and cohesion³.</p>
<p>Writing Written Expression Clarity of Language</p>		<p>4. Establishes & maintains an effective style; attends to norms & conventions of discipline; consistently precise language consistently, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary. 3. Establishes & maintains effective style; attends to norms & conventions of discipline; uses mostly precise language, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary. 2. Establishes & maintains mostly effective style; attends to norms & conventions of discipline; uses some precise language, including</p>

		<p>descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone and/or domain-specific vocabulary.</p> <p>1. Style with limited effectiveness; limited awareness of the norms of the discipline; limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.</p> <p>0. Inappropriate style; little to no awareness of the norms of the discipline; little to no precise language.</p>
<p>Writing Knowledge of Language and Conventions</p>		<p>4. Few minor errors in grammar and usage; meaning is clear throughout.</p> <p>3. Few distracting errors in grammar and usage; but meaning is clear.</p> <p>2. Inconsistent command of conventions; errors occasionally impede understanding.</p> <p>1. Limited command of the conventions; multiple errors demonstrating minimal control over language; multiple distracting errors sometimes impede understanding.</p> <p>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 often impede understanding.</p> <p><i>Grammar & Usage Conventions (the conventions listed here are delineated within L.6.1 standards. These proficiencies are therefore expected to follow throughout all grades 11): Ensure that pronouns are in the proper case (subjective, objective, possessive); use intensive pronouns; appropriate shifts in pronoun number & person; use of clear & correct pronouns; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; 9-10.2: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation L.11-12.2: Observe hyphenation conventions (CCSS, 52-54).</i></p> <p><i>Knowledge of Language: L.6.3: Vary sentence patterns for meaning, reader/listener interest, and style; L.7.3: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; L.8.3: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact); 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; L.11-12: Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading (CCSS, p. 53-54).</i></p>

¹Reading comprehension is not assessed by PARCC in narrative writing; however, reading comprehension is assessed in argument & informational writing.

²Per the CCSS, narrative elements at 6-11th grade include the use of “...dialogue, pacing, and description, to develop experiences, events, and/or characters” (see CCSS, p. 43).

³The elements of organization to be assessed are expressed in the grade-level standards 1-3

Resources

Common Core State Standards, 2010.

PARCC Expanded Rubric for Analytic and Narrative Writing Grade 6-11

<http://www.parcconline.org/samples/english-language-artsliteracy/grades-6-11-generic-rubrics-draft>