

GRADE 3
EXPANDED SCORING RUBRIC FOR ANALYTIC AND NARRATIVE WRITING

Draft

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p style="text-align: center;">Reading</p> <p style="text-align: center;">Comprehension of Key Ideas and Details</p> <p>*Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide</p>			<p>The student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly</p>	<p>The student response may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).</p>	<p>The student response does not demonstrate comprehension of the ideas expressed in the text(s).</p>
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Written Expression</p> <p>Development of Ideas</p>		<p>The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</p>	<p>The student response addresses the prompt and shows some development of the topic and/or narrative elements¹ by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task and purpose.</p>	<p>The student response makes reference to the topic of the prompt and develops the topic and/or narrative elements¹ minimally by using limited reasoning, details, text-based-evidence, and/or description; the development is limited in its appropriateness to the task and purpose.</p>	<p>The student response may not address the prompt, does not develop the topic or narrative elements, and is therefore inappropriate to the task and purpose.</p>
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Written Expression</p> <p>Organization</p>			<p>The student response consistently demonstrates purposeful and controlled organization² and includes an introduction and conclusion.</p>	<p>The student response demonstrates purposeful organization² that sometimes is not controlled and may or may not include an introduction and/or conclusion.</p>	<p>The student response demonstrates little or no organization².</p>

<p>Writing</p> <p>Written Expression</p> <p>Clarity of Language</p>			<p>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p>	<p>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with limited clarity.</p>	<p>The student response does not use linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</p>
<p>Writing</p> <p>Knowledge of Language and Conventions</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The student response demonstrates limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that sometimes impede understanding.</p>	<p>The student response demonstrates little to no command of the conventions of standard English. There are frequent distracting errors in grammar and usage that often impede understanding.</p>

¹ Per the CCSS, narrative elements include development of characters, sequencing of events, and development of a sense of closure. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

² The elements of organization to be assessed are expressed in the grade-level standards 1-3 for writing and elucidated in the scoring guide for each PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or piloting of tasks