

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to task, purpose, and audience; • includes little to no text-based evidence • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

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Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Off-topic

E=Refusal to respond

F=Don't understand/know