GRADE 3
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** by providing an **accurate** explanation/description/comparison; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to task, purpose, and audience; • uses **clear** reasoning supported by **relevant**, text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing**;** • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehensio**n by providing a **mostly accurate** explanation/ description/comparison; • addresses the prompt and provides **some** development of the topic that is **generally** appropriate to task, purpose, and audience; • uses reasoning and **relevant**, text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing**;** • uses language in a way that is **mostly effective** to clarify ideas.	The student response • demonstrates **limited comprehension**; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to task, purpose, and audience • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • does not demonstrate comprehension; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes *little to no* text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	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 clea**r.	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**.	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.**	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**.

GRADE 3
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • **is effectively** developed with narrative elements and is **consistently appropriate** to the task; • is *effectively* organized with *clear and coherent* writing • uses language **effectively** to clarify ideas.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • is organized with *mostly coherent* writing; • uses language in a way that is *mostly effective* to clarify ideas.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates *limited* organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • is **undeveloped** and/or **inappropriate** to the task**;** • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	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 clea**r.	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**.	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.**	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**.

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- 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.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

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

GRADES 4-5
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	The student response • demonstrates *full comprehension* of ideas stated explicitly and/or inferentially by providing an *accurate* analysis; • addresses the prompt and provides *effective* development of the topic that is *consistently appropriate* to task, purpose, and audience; • uses *clear* reasoning supported by *relevant*, text-based evidence in the development of the topic; • is *effectively* organized with *clear and coherent* writing; • uses language *effectively* to clarify ideas.	The student response • demonstrates *comprehension* of ideas stated explicitly and/or inferentially by providing a *mostly accurate* analysis; • addresses the prompt and provides *mostly effective* development of the topic that is *appropriate* to task, purpose, and audience; • uses **mostly clear** reasoning supported by *relevant* text-based evidence in the development of the topic; • is organized with *mostly clear and coherent* writing • uses language that is *mostly effective* to clarify ideas.	The student response • demonstrates *basic comprehension* of ideas stated explicitly and/or inferentially by providing a *generally accurate* analysis; • addresses the prompt and provides *some* development of the topic that is *somewhat appropriate* to task, purpose, and audience; • uses *some* reasoning and text-based evidence in the development of the topic; • demonstrates *some* organization with *somewhat* coherent writing; • uses language to express ideas with *some* clarity.	The student response • demonstrates *limited comprehension* of ideas by providing a *minimally accurate* analysis; • addresses the prompt and provides *minimal* development of the topic that is *limited in its appropriateness* to task, purpose, and audience • uses *limited* reasoning and text-based evidence; • demonstrates *limited* organization and coherence; • uses language to express ideas with *limited* clarity.	The student response • demonstrates *no comprehension* of ideas by providing an *inaccurate or no* analysis. • is *undeveloped and/or inappropriate* to the task, purpose, and audience; • includes *little to no* text-based evidence; • *lacks* organization and coherence; • *does not* use language to express ideas with clarity.
Knowledge of Language and Conventions		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 clea**r.	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**.	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.**	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**.

SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is *effectively* developed with narrative elements and is *consistently appropriate* to the task; • is *effectively* organized with *clear and coherent* writing • uses language *effectively* to clarify ideas.	The student response • is developed with *some* narrative elements and is *generally appropriate* to the task; • is organized with *mostly coherent* writing; • uses language that is *mostly effective* to clarify ideas.	The student response • is *minimally* developed with *few* narrative elements and is *limited in its appropriateness* to the task; • demonstrates *limited* organization and coherence; • uses language to express ideas with *limited* clarity.	The student response • is *undeveloped* and/or *inappropriate* to the task; • **lacks** organization and coherence; • *does not* use language to express ideas with clarity.
Knowledge of Language and Conventions	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 clea**r.	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**.	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.**	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**.

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- 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.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

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

GRADES 6-11
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	The student response • 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.	The student response • 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.	The student response • 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.	The student response • 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.	The student response • 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		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**.	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**.	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**.	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**.

GRADES 6-11
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • 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.	The student response • 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.	The student response • 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.	The student response • 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.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		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**.	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**.	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**.	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**.

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