English Language Arts/Literacy
Prose Constructed Response Rubric Criteria Definitions

CRITERION	DEFINITION
Analysis	The student's explanation or evaluation of the stimulus material or the conclusions a student draws, based on the prompt.
Textual (or text-based) evidence	Details or examples quoted directly or paraphrased from the text. Textual evidence can be: • Explicit evidence—students show how explicit words and phrases (details) from the text support statements made about the meaning of the text. • Inferential evidence—students show how inferences drawn from the text support statements made about the meaning of the text.
Development (RST and LAT)	Illustrates and supports the student's analysis, topic, or claim through the use of text-based evidence (examples, details, facts, reasoning).
Development (NWT)	Illustrates and supports descriptions of real or imagined events through the use of narrative elements (see grade-level examples).
Task	Set forth in the prompt and is the reason the student writes.
Narrative elements	Techniques the student uses to develop and move a story. See grade-level rubrics and standards for specific narrative elements.
Organization	The structure the student gives a written response that may include an introduction and conclusion and the logical placement of ideas (e.g., cause and effect, compare and contrast, or some other strategy).
Organization (NWT)	Organization is the structure given to a written response and may include engaging and orienting the reader, using transitions to sequence events and signal shifts in time or setting, and a conclusion that reflects on experiences and events.
Coherence	The integration of ideas and other elements into a logical whole.
Style	The distinctive way that a writer uses language, including such factors as word choice (words and phrases), sentence length, arrangement, and complexity, and the use of figurative language and imagery.

Holistic scoring: When scoring holistically, scorers are evaluating how well the writing across the entire student response fulfills the criteria for each trait. Scorers look at the entire response, focusing on specific criteria that are defined in the rubric. Scorers may see responses with characteristics from several score points. Because scorers are scoring holistically, they must assign the score point that best describes the response for that trait. Weigh and balance what is done well in a response with what is not done well to find the best-fit, holistic score. Scorers do not allow the criteria or score of one trait to influence the score assigned another.