

PARCC Writing Rubric

	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Reading</b> <i>Comprehension of Key Ideas and Details</i>	-accurate analysis of the text explicitly & inferentially -cites convincing textual evidence to support the analysis, -full comprehension ideas	-accurate analysis of the text explicitly & inferentially -cites convincing textual evidence to support the analysis -extensive comprehension	-mostly accurate analysis of the text explicitly or inferentially cited -cites textual evidence - basic comprehension	-minimally accurate analysis of what the text says -cited textual evidence shows limited comprehension	-inaccurate analysis or no analysis of the text -shows little to no comprehension of ideas
<b>Citations &amp; Format</b> -in-text citations -connection to thesis -MLA format	- Strong citations -All citation included, follows MLA format -Connections to thesis made -Adheres to MLA Formatting completely	- Good citations -All citations are included -Hanging quotes might be used -Mostly adheres MLA format	- Citations are appropriate - Not incorporated correctly -Some mistakes in MLA format	- Citations are weak or irrelevant - Citations missing -Multiple mistakes in MLA format	-No citations -Little to no adherence to MLA format
<b>Writing</b> <i>Written Expression : Development</i> -Thesis -Purpose -Audience - addresses prompt	-effective & comprehensive development of thesis -clear & convincing reasoning, details, text-based evidence, -is consistently appropriate to the task	-provides effective development of thesis - clear reasoning, details, text-based evidence - largely appropriate to the task, purpose, and audience	- underdeveloped and inappropriate to the task, purpose, and/or audience - is somewhat appropriate to the task	-underdeveloped and inappropriate to the task, purpose, and/or audience -is limited appropriateness to the task	-underdeveloped and therefore inappropriate to the task
<b>Writing</b> <i>Written Expression : Organization</i>  -Coherence, Cohesion & Clarity	-purposeful coherence, clarity, and cohesion -strong introduction, conclusion, & a logical, well-executed progression of ideas -easy to follow progression of ideas	-coherence, clarity, and cohesion -introduction, conclusion, & a logical progression of ideas -easy to follow progression of ideas	-some coherence, clarity, or cohesion -introduction, conclusion, & logically grouped ideas, -progression of ideas usually evident but not obvious.	-limited coherence, clarity, and/or cohesion -progression of ideas somewhat unclear	-demonstrates a lack of coherence, clarity and cohesion.
<b>Writing</b> <i>Written Expression: Clarity of Language</i> - descriptive & detailed, transitions, tone, vocabulary	-establishes & maintains an effective style -uses precise language consistently	-establishes & maintains an effective style -uses mostly precise language	-response has limited effectiveness -response includes limited descriptions, sensory details, -limited transitions, tone, or domain-specific vocabulary.	-response has limited effectiveness -response includes limited descriptions, sensory details, transitions, tone, or domain-specific vocabulary.	-response has an inappropriate style. -writing shows little to no awareness of the norms - little to no precise language
<b>Writing</b> <i>Knowledge of Language and Conventions</i> -Grammar, Mechanics & Usage	-demonstrates command of conventions -consistent with effectively edited writing. -may be a few minor errors in grammar and usage, -meaning is clear throughout.	-demonstrates command of conventions of -consistent with edited writing. -may be a few distracting errors in grammar and usage, -meaning is clear	-demonstrates inconsistent command of conventions of written language -few patterns of errors in grammar and usage that may impede understanding.	-limited command of conventions -multiple errors in grammar and usage -demonstrates minimal control over language.	-little to no command of conventions -frequent errors in grammar and usage -little or no control over language.