



# Smarter Balanced Performance Task Scoring Rubrics



**Grades 3-11**

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p><b>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3–5)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p><b>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p><b>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</b></p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

<b>2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)</b>				
Score	2	1	0	NS
Conventions	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point  
Opinion**

**Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p><b>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</b></p> <ul style="list-style-type: none"> <li>opinion is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

# 4-Point Opinion

## Performance Task Writing Rubric (Grades 3–5)

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the opinion.

<b>2-Point Opinion Performance Task Writing Rubric (Grades 3–5)</b>				
Score	2	1	0	NS
Conventions	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point  
Narrative  
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective plot helps to create a sense of unity and completeness</li> <li>• effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>• natural, logical sequence of events from beginning to end</li> <li>• effective opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>• adequately maintains a setting, develops narrator/characters, and/or maintains point of view*</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate sequence of events from beginning to end</li> <li>• adequate opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent plot, and/or flaws may be evident</li> <li>• unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• weak or uneven sequence of events</li> <li>• opening and closure, if present, are weak</li> </ul>	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible plot or there may just be a series of events</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*</li> <li>• few or no appropriate transitional strategies may be evident</li> <li>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>• opening and/or closure may be missing</li> </ul>	<ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Copied text</li> <li>• Off-purpose</li> </ul>

\*point of view begins at grade 7



**4-Point  
Narrative  
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
<b>Development/Elaboration</b>	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul>	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> </ul> <p>generally appropriate style is evident</p>	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

<b>2-Point Narrative Performance Task Writing Rubric (Grades 3-11)</b>				
Score	2	1	0	NS
Conventions	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p><b>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p><b>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p><b>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</b></p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques*</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

<b>2-Point</b> <b>Informative-Explanatory</b> <b>Performance Task Writing Rubric (Grades 6-11)</b>				
Score	2	1	0	NS
Conventions	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>	<p><b>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</b></p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged *</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\* acknowledging and/or addressing the opposing point of view begins at grade 7

**4-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p><b>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p><b>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.