Revision Assistant/Smarter Balanced Rubric Crosswalk

revision assistant

Revision Assistant Traits, Grades 6-8 Informative	Smarter Balanced Writing Rubric, Grades 6-11 Explanatory
Advanced	**4**
Clarity and Focus	**Organization/Purpose**
The essay contains a **clear, focused, and effective central idea** that **thoroughly** addresses the demands of the prompt and **fulfills the writing purpose**.	The response is consistently and **purposefully focused**: • **thesis/controlling idea** of a topic is **clearly communicated**, and the **focus** is strongly maintained for the purpose and audience The response has a **clear and effective organizational structure**, creating a sense of unity and completeness. • consistent use of a variety of **transitional strategies** to **clarify** the **relationships between and among ideas** • **effective introduction and conclusion** • **logical progression** of **ideas** from beginning to end; strong connections between and among ideas with some syntactic variety
Organization	
The essay uses an **organizational structure** with **appropriate** and **varied transitions** that show **relationships between** and **among complex ideas**. The structure creates a sense of **cohesion** throughout the essay, and includes both an **introductory paragraph**, as well as a **concluding statement/paragraph**, that clearly follows from and supports the ideas given.	
Development	**Evidence/Elaboration**
The essay develops the **central idea** with well-chosen, **relevant facts**, definitions, **concrete examples**, quotations, etc. that **purposefully address** the audience's understanding of the **topic**.	The response provides **thorough** elaboration of the **support/evidence** for the **thesis/controlling idea** that includes the **effective** use of **source material**. • comprehensive evidence (**facts** and details) from source material is integrated, **relevant**, and specific • effective use of a variety of elaborative techniques* The response clearly and effectively develops ideas, using **precise language**: • **vocabulary** is clearly **appropriate** for the audience and purpose • **effective, appropriate style** enhances content
Language and Style	
The essay has an **established, formal style** and objective tone that is maintained throughout. The writing uses **precise language** and **domain-specific vocabulary** to inform or explain the topic in a way that addresses the complexity of the topic.	*Elaborative techniques may include the use of personal experiences that support the controlling idea.

Revision Assistant/Smarter Balanced Rubric Crosswalk

revision assistant

Revision Assistant Traits, Grades 6-8 Informative	Smarter Balanced Writing Rubric, Grades 6-11 Explanatory
Proficient	**3**
Clarity and Focus	**Organization/Purpose**
The essay contains a **mostly clear** and **focused central idea**. The writing is **effective** in addressing the demands of the prompt and **fulfilling the writing purpose**.	The response is **generally focused**: • **thesis/controlling idea** of a topic is **clear**, and the **focus is mostly maintained** for the **purpose** and audience The response has an evident **organizational structure** and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. • **adequate** use of **transitional strategies** with some variety to **clarify** the **relationships between** and **among ideas** • **adequate introduction and conclusion** • adequate progression of ideas from beginning to end; **adequate connections between and among ideas**
Organization	
The essay uses an **organizational structure** with **appropriate transitions** that show relationships between and among ideas throughout the essay. **An introductory paragraph** is present and the **concluding statement/paragraph** follows from the **information given**.	
Development	**Evidence/Elaboration**
The essay **develops** the **central idea** with **relevant facts**, definitions, examples, quotations, etc. that address the audience's understanding of the topic.	The **response** provides **adequate** elaboration of the **support/evidence** for the thesis/controlling idea that includes the use of source material. • adequate evidence (**facts** and details) from sources is integrated and relevant, yet may be general • adequate use of some elaborative techniques* The response adequately develops ideas, employing a **mix of precise and more general language**: • **vocabulary** is **generally appropriate** for the audience and purpose • **generally appropriate style** is evident
Language and Style	
The essay has an **established, formal style** that is maintained throughout. The writing generally uses **precise language** and **domain-specific vocabulary** to inform or explain the topic.	

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

Revision Assistant/Smarter Balanced Rubric Crosswalk

revision assistant

Revision Assistant Traits, Grades 6-8	Smarter Balanced Writing Rubric, Grades 6-11
Informative	Explanatory

Developing   2

Clarity and Focus

The essay contains a **central idea** that **may not be completely clear or focused**. The writing **does not completely address** the **demands** of the prompt, **nor fulfill the writing purpose**.

Organization/Purpose

The response may have a **minor drift in focus**:
- **thesis/controlling idea** of a topic **may be somewhat unclear**, or the **focus** may be **insufficiently sustained** for the purpose and/or audience

The response has an **inconsistent organizational structure**. Some flaws are evident, and some ideas may be loosely connected.
- **inconsistent use of transitional strategies** and/or little variety
- **introduction or conclusion, if present, may be weak**
- **uneven progression of ideas** from beginning to end; and/or formulaic; inconsistent or **unclear connections between and among ideas**

Organization

The **organizational structure** of the essay is **inconsistent** and/or **ineffective**. Some **transitions may not completely** or effectively **show relationships between and among ideas** throughout the essay. Either an **introductory paragraph** or a **concluding statement**/paragraph **may be incomplete or unclear**.

Development

The essay **develops a central idea** with **some facts**, definitions, examples, quotations, etc.; however, they **may not be** the most appropriate or **effective supports** and/or may be **used inconsistently** throughout the essay.

Evidence/Elaboration

The **response** provides **uneven, cursory** elaboration of the **support/evidence** for the thesis/controlling idea that includes uneven or **limited use** of **source material**.
- some **evidence** (**facts** and details) from source material may be **weakly integrated**, imprecise, repetitive, vague, and/or copied
- weak or uneven use of elaborative techniques*; development may consist primarily of source summary

The response develops ideas unevenly, using **simplistic language**:
- **vocabulary** use is uneven or **somewhat ineffective** for the audience and purpose
- inconsistent or **weak attempt** to create **appropriate style**

Language and Style

The essay **attempts a formal style** that **may not be maintained** throughout. The writing uses **some precise language** that may be domain-specific at times in order to inform or explain the topic.

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

Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 6-8 Informative	Smarter Balanced Writing Rubric, Grades 6-11 Explanatory
Emerging	**1**
Clarity and Focus	**Organization/Purpose**
The essay **does not have a clear, focused, and effective central** idea that addresses the demands of the prompt and fulfills the writing purpose.	The response may be related to the topic but **may provide little or no focus**: • thesis/controlling **idea** may be **confusing** or **ambiguous**; response may be too brief or the focus may drift from the purpose and/or audience The response has **little** or **no discernible organizational structure**. • **few** or **no transitional strategies** are evident • **introduction** and/or **conclusion** may be **missing** • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an **unclear progression**
Organization	
The **lack of structure** and **effective transitions** make the essay **difficult to understand**. The essay is **missing entire structural elements**, such as an **introductory paragraph** and/or **concluding statement/paragraph**.	
Development	**Evidence/Elaboration**
The essay **does not develop a central idea with facts**, definitions, examples, quotations, etc. **Some details** to develop the ideas may be **present**, but **may not be used effectively** to develop the central idea.	The response provides **minimal support/evidence** for the thesis/controlling idea that includes **little or no use of source material**. The **response** is vague, **lacks clarity**, or is confusing: • **evidence** (**facts** and details) from the source material is **minimal, irrelevant**, absent, incorrectly used, or predominantly copied • minimal, if any, use of elaborative techniques* • **vocabulary is limited or ineffective** for the audience and **purpose** • **little** or **no evidence** of **appropriate style**
Language and Style	
The essay **does not have a formal style**. The **language is general** and **may not help to fulfill the purpose** of informing or explaining the topic.	*Elaborative techniques may include the use of personal experiences that support the controlling idea.