RLA ER Rubric

The Reasoning Through Language Arts Extended Response Rubric for Trait 1 appears below. Each trait is annotated throughout the table (example: A). Descriptions for annotations A through D can be found after the trait table.

Trait 1: Creation of Arguments and Use of Evidence   A

Score	Description
2	• Generates text-based argument(s) and establishes a purpose that is connected to the prompt B • Cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) C • Analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, and evaluates the credibility of sources) D
1	• Generates an argument and demonstrates some connection to the prompt • Cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) • Partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	• May attempt to create an argument OR lacks purpose or connection to the prompt OR does neither • Cites minimal or no evidence from source text(s) (sections of text may be copied from source) • Minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)

Nonscorable Responses (Score of 0/Condition Codes):
- Response exclusively contains text copied from source text(s) or prompt
- Response shows no evidence that student has read the prompt or is off topic
- Response is incomprehensible
- Response is not in English
- Response has not been attempted (blank)

Extended Response Line of Inquiry
Lesson 1

A Trait 1: Responses are scored according to the criteria outlined in all three bullets. Each bullet represents a distinct **dimension** or **quality of writing** that involves the creation of arguments and use of evidence. Each score point describes the same dimensions, but at varying levels of mastery. Responses may exhibit qualities indicative of more than one score point. For instance, a response may contain a logical text-based argument and sufficient support (a 4-point response), but the integration of claims might be simplistic (a 2-point response). When a response shows mixed evidence of proficiency levels, it will receive a score that reflects a balanced consideration of each quality, with no one dimension weighed more than the others.

B The first dimension relates to making claims or assertions. At higher score points, arguments will be focused on close reading and analysis of the source texts. As responses ascend the scale in this dimension, they will become more focused on making arguments.

C The second dimension focuses on a student's ability to use information from the source texts to support their claims or assertions. As responses ascend the scale in this dimension, they will use evidence that is progressively more tied to the text. At lower score points, the student may rely more heavily on evidence drawn from personal experience with the topic rather than from text-based evidence. While responses that argue the student's own opinion on the issue are acceptable, students who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.

D The third dimension focuses on a student's ability to critically evaluate the rhetorical strategies and argumentation demonstrated by the authors of the source texts. While responses that argue the student's own opinion on the issue are acceptable, students who focus more specifically on the task outlined in the prompt, which asks them to analyze source texts to determine which position is better supported, will be more likely to score highly on this dimension. More specifically, responses that establish criteria for the evaluation of the source texts and then apply these criteria to specific text-based evidence are most likely to score highest in this dimension.

Extended Response Line of Inquiry
Lesson 1

The Reasoning Through Language Arts Extended Response Rubric for Trait 2 appears below. Each trait is annotated throughout the table (example: E). Descriptions for annotations E through K (without letter I being used) can be found after the trait table.

Trait 2: Creation of Arguments and Use of Evidence   E

Score	Description
2	• Contains ideas that are well developed and generally logical; most ideas are elaborated upon F • Contains a sensible progression of ideas with clear connections between details and main points G • Establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately H • Establishes and maintains a formal style and appropriate tone that demonstrates awareness of the audience and purpose of the task J • Chooses specific words to express ideas clearly K
1	• Contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon • Demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas • Establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently • May inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task • May occasionally misuse words and/or choose words that express ideas in vague terms
0	• Contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas • Contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas • Establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately • Uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose • May frequently misuse words, overuse slang or express ideas in a vague or repetitious manner

Nonscorable Responses (Score of 0/Condition Codes):
• Response exclusively contains text copied from source text(s) or prompt
• Response shows no evidence that student has read the prompt or is off topic
• Response is incomprehensible
• Response is not in English
• Response has not been attempted (blank)

E The five bullets, or dimensions, in Trait 2 must be considered together to determine the score of any individual response. No one dimension is weighted more than any other. Each score point describes the same dimensions, but at varying levels of mastery.

F The first dimension relates to the depth and breadth of explanation exhibited in the response. While support for ideas should come from the source texts (like in Trait 1), fully developed ideas are often extended with additional evidence that builds upon central assertions. High-scoring papers will tend to contain multiple ideas that are fully elaborated upon and help articulate a central thesis. Responses that develop ideas insufficiently, unevenly, or illogically fall into the lower score ranges with regard to this dimension.

G The second dimension focuses on how effectively the response builds from one idea to the next as well as the degree to which details and central ideas are linked. High-scoring responses will maintain coherence and a sense of progression that help convey the writer's central thesis. Responses at lower score points demonstrate an increasingly disjointed or unclear progression of ideas. Details are increasingly unrelated to central ideas or even absent.

H The third dimension relates to how well the response is organized. Though paragraphs may lend structure to many responses, it is possible for a well-organized, logical, non-paragraphed response to receive a high score. However, responses that contain circular, list-like, or scattered organizational structure, as well as those that do not fully integrate effective transitions between ideas, are often indicative of lower score points.

J The fourth dimension is associated with how well the response demonstrates an understanding of the audience and purpose. Responses that score highly in this dimension will establish and maintain a formal style and objective tone while attending to the norms and conventions of argumentative writing.

K The fifth dimension focuses on word choice. Effective word choice does not necessarily suggest that students must employ a great deal of advanced vocabulary. Advanced vocabulary used correctly is often associated with a higher score on Trait 2, but responses that reflect a precision in word choice are just as likely to score well in this dimension. At lower score points, imprecise, vague and/or misused words are more prevalent.

Extended Response Line of Inquiry
Lesson 1

The Reasoning Through Language Arts Extended Response Rubric for Trait 3 appears below. Each trait is annotated throughout the table (example: L). Descriptions for annotations L through P (without letter O being used) can be found after the trait table.

Trait 3: Clarity and Command of Standard English Conventions   L

Score	Description
2*	• Demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: M 　1. Varied sentence structure within a paragraph or paragraphs 　2. Correct subordination, coordination, and parallelism 　3. Avoidance of wordiness and awkward sentence structures 　4. Usage of transitional words, conjunctive adverbs, and other words that support logic and clarity 　5. Avoidance of run-on sentences, fused sentences, or sentence fragments • Demonstrates competent application of conventions with specific regard to the following skills: N 　1. Frequently confused words and homonyms, including contractions 　2. Subject-verb agreement 　3. Pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case 　4. Placement of modifiers and correct word order 　5. Capitalization (e.g., proper nouns, titles, and beginnings of sentences) 　6. Use of apostrophes with possessive nouns 　7. Use of punctuation (e.g., commas in a series or in appositives or other non-essential elements, end marks, and appropriate punctuation for clause separation) • May contain some errors in mechanics and conventions, but they do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing P
1	• Demonstrates inconsistent sentence structure; may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over Skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above • Demonstrates inconsistent control of basic conventions with specific regard to Skills 1–7 as listed in the second bullet under Trait 3, Score Point 2 above • May contain frequent errors in mechanics and conventions that occasionally interfere with comprehension; standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing

Extended Response Line of Inquiry
Lesson 1

Score	Description
0	• Demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over Skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above • Demonstrates minimal control of basic conventions with specific regard to Skills 1-7 as listed in the second bullet under Trait 3, Score Point 2 above • Contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing OR • Response is insufficient to demonstrate level of mastery over conventions and usage

*Because students will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 2.

Nonscorable Responses (Score of 0/Condition Codes):
• Response exclusively contains text copied from source text(s) or prompt
• Response shows no evidence that student has read the prompt or is off topic
• Response is incomprehensible
• Response is not in English
• Response has not been attempted (blank)

Extended Response Line of Inquiry
Lesson 1

L   As in the previous two traits, each of the three dimensions of Trait 3 must be weighed together to determine the score. Each score point describes the same dimensions, but at varying levels of mastery.

M   This dimension relates to sentence structure and variety. Scoring will focus only on these skills essential to the development of sentence structure. High-scoring responses mix simple and compound sentences and purposefully incorporate a variety of clauses to enhance overall fluidity. Repetitive, choppy, rambling, and/or awkward sentence constructions are indicative of responses at the lower score points.

N   The second dimension focuses on how well the response maintains specific conventions of standard English. Responses will be scored on the basis of a student's demonstrated mastery over the particular language skills listed in this dimension. Though there are many other conventions that come into play in a student's writing, these essential skills are the ones on which they will be scored. Further, the longer the response, the greater tolerance for errors. For example, 10 errors in a 10-line response will likely receive a lower score than a response that contains 20 errors but is 60 lines long.

P   The third dimension pertains to overall fluency with conventions and mechanics. In order to receive a score higher than 1, students must sustain their writing long enough to demonstrate their level of proficiency with all the skills listed in the two previous dimensions. Then, writing samples are evaluated for level of grammatical and syntactical fluency appropriate for on-demand draft writing.