## Target 1a Narrative

### Organization—Opening

<table>
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<tr>
<th>Points</th>
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</table>
| 2      | The response:  
|        | • provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose  
|        | • adequately connects to or sets up the body of the narrative |
| 1      | The response:  
|        | • provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters  
|        | • provides a limited and/or awkward connection to the body of the narrative |
| 0      | The response:  
|        | • provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters  
|        | • provides no connection to the body of the narrative |

* “point of view” = begins in Grade 7  
** “establish the mood/tone” = begins in Grade 11

### Organization—Conclusion

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<th>Points</th>
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</table>
| 2      | The response:  
|        | • provides an adequate ending to the narrative that provides a sense of closure  
|        | • provides an adequate connection that follows from the events or experiences in the narrative |
| 1      | The response:  
|        | • provides an awkward or partial ending to the narrative that may provide a limited sense of closure  
|        | • provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative |
| 0      | The response:  
|        | • provides an unclear or incomplete ending to the narrative that provides little or no closure  
|        | • provides a connection that does not follow from or contradicts the events or experiences in  
|        | • the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details |
### Elaboration

<table>
<thead>
<tr>
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</table>
| 2      | The response:  
  - provides appropriate and mainly specific descriptive details and/or dialogue  
  - provides adequate development of experiences, characters, setting, action, and/or events  
  - uses adequate sensory, concrete, and/or figurative language  
  - is mostly “shown” |
| 1      | The response:  
  - provides mostly general descriptive details and/or little or no dialogue, and may include extraneous details that are unrelated or only loosely related  
  - provides limited development of experiences, characters, setting, action, and/or events  
  - uses limited sensory, concrete, and/or figurative language  
  - is somewhat “told” |
| 0      | The response:  
  - includes few if any descriptive details and/or little or no dialogue. Details that are included  
  - may be vague, repetitive, incorrect, or interfere with the meaning of the narrative  
  - provides minimal, if any, development of experiences, characters, setting, action, and/or events  
  - uses little or no sensory, concrete, and/or figurative language  
  - is mostly “told” |
Target 3a Informational/Explanatory Rubrics

Organization—Introduction

<table>
<thead>
<tr>
<th>Points</th>
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</table>
| 2      | The response:  
• introduces an adequate statement of the main idea/controlling idea/thesis* that reflects the body of writing as a whole  
• provides adequate information to put the main idea/controlling idea/thesis* into context  
• does more than list points/reasons to support main idea/controlling idea/thesis* —not formulaic  
• connects smoothly to the body paragraph |
| 1      | The response:  
• provides a partial or limited main idea/controlling idea/thesis*  
• provides a main idea/controlling idea/thesis* that partially reflects the body of writing as a whole  
• may provide limited and/or extraneous information to put the main idea/controlling idea/thesis* into context  
• may list supporting points/reasons—formulaic  
• provides a limited and/or awkward connection to the body paragraph |
| 0      | The response:  
• provides no main idea/controlling idea/thesis* or provides a main idea/controlling idea/thesis* that is not appropriate for the body of writing as a whole  
• provides irrelevant or no information to put the main idea/controlling idea/thesis* into context  
• provides no connection to the body paragraph |

*  
“main idea/controlling idea” = only in grades 3-5  
“thesis/controlling idea” = only in grades 6-8  
“thesis” = only in grade 11
## ELA Claim 2 Brief Write Rubrics

### Organization—Conclusion

<table>
<thead>
<tr>
<th>Points</th>
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</table>
| 2      | The response:  
  - provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen)  
  - does more than restate or summarize the points/reasons—not formulaic  
  - provides adequate connections and/or progression of ideas to contribute to coherence |
| 1      | The response:  
  - provides a limited conclusion that is partially related to the information in the body of writing as a whole  
  - lists, restates, or summarizes the points/reasons—formulaic  
  - provides an awkward or partial connection and/or limited progression of ideas |
| 0      | The response:  
  - provides no conclusion or a conclusion that is minimally related to the information in the body of writing  
  - may restate random and/or incorrect details from the preceding information  
  - provides no connections or progression of ideas |

### Elaboration

<table>
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</table>
| 2      | The response:  
  - develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes  
  - does more than list supporting details or ideas  
  - adequately elaborates ideas/reasons using precise words/language. |
| 1      | The response:  
  - provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes  
  - lists supporting details or ideas with limited elaboration/evidence  
  - partially elaborates ideas/reasons using general words/language |
| 0      | The response:  
  - provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes  
  - provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text  
  - provides no appropriate elaboration and/or may use poor word choice for audience and purpose |

* "main idea/controlling idea" = only in grades 3-5  
  "thesis/controlling idea" = only in grades 6-8  
  "thesis" = only in grade 11
ELA Claim 2 Brief Write Rubrics

Target 6a Opinion (Grades 3–5) Rubrics

**Organization—Introduction**

<table>
<thead>
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</table>
| 2      | The response:  
|        | • establishes an adequate opinion that reflects the body of writing as a whole  
|        | • provides adequate information to frame the opinion about the topic to put it into context  
|        | • does more than list reasons to support opinion—not formulaic  
|        | • connects smoothly to the body paragraph |
| 1      | The response:  
|        | • provides a partial or limited opinion  
|        | • provides an opinion that partially reflects the body of writing as a whole  
|        | • may provide limited and/or extraneous information to frame the opinion about the topic to put it into context  
|        | • may just list supporting reasons—formulaic  
|        | • provides a limited and/or awkward connection to the body paragraph |
| 0      | The response:  
|        | • provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole  
|        | • provides irrelevant or no information to frame to opinion about the topic to put it into context  
|        | • provides no connection to the body paragraph |

**Organization—Conclusion**

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<tr>
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| 2      | The response:  
|        | • provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen  
|        | • does more than restate or summarize the reasons—not formulaic  
|        | • provides adequate connections and/or progression of ideas to contribute to coherence |
| 1      | The response:  
|        | • provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole  
|        | • lists, restates, or summarizes the reasons—formulaic  
|        | • provides an awkward or partial connection and/or limited progression of ideas |
| 0      | The response:  
|        | • provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole  
|        | • may restate random and/or incorrect reasons or just restate the opinion  
|        | • provides no connection or progression of ideas |
# Elaboration

<table>
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| **2**  | The response:  
  • develops adequate supporting reasons/details and/or evidence from the student notes  
  • does more than list supporting reasons or details  
  • adequately elaborates opinion/reasons using precise words/language. |
| **1**  | The response:  
  • provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related  
  • lists supporting reasons/details and/or evidence with limited elaboration  
  • partially elaborates opinion/reasons using general words/language |
| **0**  | The response:  
  • provides minimal or no supporting reasons/details and/or evidence from the student notes  
  • provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text  
  • provides no appropriate elaboration and/or may use poor word choice for audience and purpose |
### Target 6a Argumentative (Grades 6–High School) Rubrics

#### Organization—Introduction

<table>
<thead>
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</table>
| 2      | The response:  
• establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole  
• provides adequate information to frame the argument to put the claim into context  
• does more than list arguments to support claim—not formulaic  
• provides a logical connection to the body paragraph |
| 1      | The response:  
• provides a partial or limited claim  
• provides a claim that partially reflects the argument(s) presented in the body of writing as a whole  
• provides limited and/or extraneous information to frame the argument to put the claim into context  
• may list arguments—formulaic  
• provides a limited and/or awkward connection to the body paragraph |
| 0      | The response:  
• provides no claim or provides a claim that is not appropriate for the body of writing as a whole  
• provides irrelevant or no information to frame the argument to put the claim into context  
• provides no connection to the body paragraph |

#### Organization—Conclusion

<table>
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</table>
| 2      | The response:  
• provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen)  
• does more than restate or summarize the arguments—not formulaic  
• provides adequate connections and/or progression of ideas to contribute to coherence |
| 1      | The response:  
• provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole  
• lists, restates, or summarizes the arguments—formulaic  
• provides an awkward or partial connection and/or limited progression of ideas |
| 0      | The response:  
• provides no conclusion or a conclusion that is minimally related to the claim and the body of  
• writing as a whole  
• may restate random and/or incorrect arguments or just restate the claim  
• provides no connection or progression of ideas |
## ELA Claim 2 Brief Write Rubrics

### Elaboration

<table>
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</table>
| 2      | The response:  
|        | • develops adequate supporting arguments and/or relevant evidence based on the student notes  
|        | • does more than list supporting arguments  
|        | • develops adequate counterargument(s) (if question calls for this)*  
|        | • adequately elaborates arguments using precise words/language  
| 1      | The response:  
|        | • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related  
|        | • lists supporting arguments with limited elaboration/evidence  
|        | • partially develops counterargument(s) (if question calls for this)*  
|        | • partially elaborates arguments using general words/language  
| 0      | The response:  
|        | • provides minimal or no supporting arguments and/or evidence from the student notes  
|        | • provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text  
|        | • does not develop counterargument(s) (if question calls for this)*  
|        | • provides no appropriate elaboration and/or may use poor word choice for audience and  
|        | • purpose  

*counterargument begins at Grade 7