

**GRADES 4-5 (June 15, 2015)**  
**DRAFT UPDATED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

**Research Simulation Task and Literary Analysis Task**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>• is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>• uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>• is organized with <b>mostly clear and coherent</b> writing</li> <li>• uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>• demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>• uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>• addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience</li> <li>• uses <b>limited</b> reasoning and text-based evidence;</li> <li>• demonstrates <b>limited</b> organization and coherence;</li> <li>• uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis.</li> <li>• is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>• includes <b>little to no</b> text-based evidence;</li> <li>• <b>lacks</b> organization and coherence;</li> <li>• <b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>