4-POINT INFORMATIVE-EXPLANATORY Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	4	3	2	1	NS
PURPOSE/ORGANIZATION	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: • controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • 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	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: • controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task • 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	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: • controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • 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	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: • 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 • 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	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT INFORMATIVE-EXPLANATORY Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

IDEAS | **ORGANIZATION** | **VOICE** | **WORD CHOICE** | **SENT. FLUENCY** | **CONVENTIONS**

SCORE	4	3	2	1	NS
EVIDENCE/ELABORATION	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:**	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:**	The response provides un-even, 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:**	The response provides mini-mal support/evidence for the controlling idea and support-ing idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• comprehensive evidence from sources is integrated; references are relevant and specific	• adequate evidence from sources is integrated; some references may be general	• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague	• evidence from the source ma-terial is minimal or irrelevant; references may be absent or incorrectly used	
	• effective use of a variety of elaborative techniques*	• adequate use of some elaborative techniques	• weak or uneven use of elaborative techniques; development may consist primarily of source summary	• minimal, if any, use of elabo-rative techniques	
	• vocabulary is clearly appropriate for the audience and purpose	• vocabulary is generally appropriate for the audience and purpose	• vocabulary use is uneven or somewhat ineffective for the audience and purpose	• vocabulary is limited or ineffective for the audience and purpose	
	• effective, appropriate style enhances content	• generally appropriate style is evident	• inconsistent or weak attempt to create appropriate style	• little or no evidence of appropriate style	

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

Six-Trait connections added by Smekens Education Solutions, Inc.

2-POINT INFORMATIVE-EXPLANATORY Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	2	1	0	NS
CONVENTIONS	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose (Off-purpose responses will still receive a score in Conventions.)

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

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT OPINION Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	4	3	2	1	NS
PURPOSE/ORGANIZATION	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:	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:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• opinion is clear, and the focus is mostly maintained for the purpose, audience, and task	• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT OPINION Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

IDEAS **ORGANIZATION** **VOICE** **WORD CHOICE** **SENT. FLUENCY** **CONVENTIONS**

SCORE	4	3	2	1	NS
EVIDENCE/ELABORATION	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:**	The response provides adequate support/evidence for the opinion and support-ing 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:**	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:**	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:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• comprehensive evidence from sources is integrated; references are relevant and specific	• adequate evidence from sources is integrated; some references may be general	• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague	• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used	
	• effective use of a variety of elaborative techniques*	• adequate use of some elaborative techniques	• weak or uneven use of elaborative techniques; development may consist primarily of source summary	• minimal, if any, use of elaborative techniques	
	• vocabulary is clearly appropriate for the audience and purpose	• vocabulary is generally appropriate for the audience and purpose	• vocabulary use is uneven or somewhat ineffective for the audience and purpose	• vocabulary is limited or ineffective for the audience and purpose	
	• effective, appropriate style enhances content	• generally appropriate style is evident	• inconsistent or weak attempt to create appropriate style	• little or no evidence of appropriate style	

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

Six-Trait connections added by Smekens Education Solutions, Inc.

2-POINT OPINION Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	2	1	0	NS
CONVENTIONS	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose (Off-purpose responses will still receive a score in Conventions.)

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

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT NARRATIVE Performance Task Writing Rubric (Grades 3-8)

Smarter Balanced Assessment Consortium

IDEAS | **ORGANIZATION** | **VOICE** | **WORD CHOICE** | **SENT. FLUENCY** | **CONVENTIONS**

SCORE	4	3	2	1	NS
PURPOSE/ORGANIZATION	The organization of the narrative, real or imagined, is **fully sustained** and the focus is **clear and maintained throughout:**	The organization of the narrative, real or imagined, is **adequately sustained, and the focus is adequate and generally maintained:**	The organization of the narrative, real or imagined, is **somewhat sustained** and may **have an uneven focus:**	The organization of the narrative, real or imagined, **may be maintained** but may provide **little or no focus:**	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• an effective plot helps to create a sense of unity and completeness	• 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	• there may be an inconsistent plot, and/or flaws may be evident	• there is little or no discernible plot or there may just be a series of events	
	• effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*	• adequately maintains a setting, develops narrator/characters, and/or maintains point of view*	• unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*	• may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas	• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	• uneven use of appropriate transitional strategies and/or little variety	• few or no appropriate transitional strategies may be evident	
	• natural, logical sequence of events from beginning to end	• adequate sequence of events from beginning to end	• weak or uneven sequence of events	• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	
	• effective opening and closure for audience and purpose	• adequate opening and closure for audience and purpose	• opening and closure, if present, are weak	• opening and/or closure may be missing	

*point of view begins at grade 7

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT NARRATIVE Performance Task Writing Rubric (Grades 3-8)

Smarter Balanced Assessment Consortium

IDEAS | **ORGANIZATION** | **VOICE** | **WORD CHOICE** | **SENT. FLUENCY** | **CONVENTIONS**

SCORE	4	3	2	1	NS
DEVELOPMENT/ELABORATION	The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:	The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• experiences, characters, setting and events are clearly developed	• experiences, characters, setting, and events are adequately developed	• experiences, characters, setting, and events are unevenly developed	• experiences, characters, setting, and events may be vague, lack clarity, or confusing	
	• connections to source materials may enhance the narrative	• connections to source materials may contribute to the narrative	• connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative	• connections to source materials, if evident, may detract from the narrative	
	• effective use of a variety of narrative techniques that advance the story or illustrate the experience	• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	• narrative techniques are uneven and inconsistent	• use of narrative techniques may be minimal, absent, incorrect, or irrelevant	
	• effective use of sensory, concrete, and figurative language that clearly advances the purpose	• adequate use of sensory, concrete, and figurative language that generally advances the purpose	• partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	• may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose	
	• effective, appropriate style enhances the narration	• generally appropriate style is evident	• inconsistent or weak attempt to create appropriate style	• little or no evidence of appropriate style	

2-POINT NARRATIVE Performance Task Writing Rubric (Grades 3-11)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	2	1	0	NS
CONVENTIONS	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose (Off-purpose responses will still receive a score in Conventions.)

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)

Smarter Balanced Assessment Consortium

IDEAS   **ORGANIZATION**   **VOICE**   **WORD CHOICE**   **SENT. FLUENCY**   **CONVENTIONS**

SCORE	4	3	2	1	NS
PURPOSE/ORGANIZATION	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:	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:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task	• controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• 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	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT INFORMATIVE-EXPLANATORY Performance Task Writing Rubric (Grades 6-11)

Smarter Balanced Assessment Consortium

IDEAS · **ORGANIZATION** · **VOICE** · **WORD CHOICE** · **SENT. FLUENCY** · **CONVENTIONS**

SCORE	4	3	2	1	NS
EVIDENCE/ELABORATION	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:**	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:**	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:**	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:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• comprehensive evidence from sources is integrated; references are relevant and specific	• adequate evidence from sources is integrated; some references may be general	• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague	• evidence from the source material is minimal or irrelevant; eferences may be absent or incorrectly used	
	• effective use of a variety of elaborative techniques*	• adequate use of some elaborative techniques*	• weak or uneven use of elaborative techniques*; development may consist primarily of source summary	• minimal, if any, use of elaborative techniques*	
	• vocabulary is clearly appropriate for the audience and purpose	• vocabulary is generally appropriate for the audience and purpose	• vocabulary use is uneven or somewhat ineffective for the audience and purpose	• vocabulary is limited or ineffective for the audience and purpose	
	• effective, appropriate style enhances content	• generally appropriate style is evident	• inconsistent or weak attempt to create appropriate style	• little or no evidence of appropriate style	

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

Six-Trait connections added by Smekens Education Solutions, Inc.

2-POINT INFORMATIVE-EXPLANATORY Performance Task Writing Rubric (Grades 6-11)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	2	1	0	NS
CONVENTIONS	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose (Off-purpose responses will still receive a score in Conventions.)

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

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT ARGUMENTATIVE Performance Task Writing Rubric (Grades 6-11)

Smarter Balanced Assessment Consortium

IDEAS	ORGANIZATION	VOICE	WORD CHOICE	SENT. FLUENCY	CONVENTIONS

SCORE	4	3	2	1	NS
PURPOSE/ORGANIZATION	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:	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:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• claim is clear, and the focus is mostly maintained for the purpose, audience, and task	• claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas	• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	
	• alternate and opposing argument(s) are clearly acknowledged or addressed*	• alternate and opposing argument(s) are adequately acknowledged or addressed*	• alternate and opposing argument(s) may be confusing or not acknowledged *	• alternate and opposing argument(s) may not be acknowledged *	

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

Six-Trait connections added by Smekens Education Solutions, Inc.

4-POINT ARGUMENTATIVE Performance Task Writing Rubric (Grades 6-11)

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	4	3	2	1	NS
EVIDENCE/ELABORATION	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:**	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:**	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:**	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:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• comprehensive evidence from sources is integrated; references are relevant and specific	• adequate evidence from sources is integrated; some references may be general	• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague	• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used	
	• effective use of a variety of elaborative techniques*	• adequate use of some elaborative techniques*	• weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal	• minimal, if any, use of elaborative techniques*; emotional appeal may dominate	
	• vocabulary is clearly appropriate for the audience and purpose	• vocabulary is generally appropriate for the audience and purpose	• vocabulary use is uneven or somewhat ineffective for the audience and purpose	• vocabulary is limited or ineffective for the audience and purpose	
	• effective, appropriate style enhances content	• generally appropriate style is evident	• inconsistent or weak attempt to create appropriate style	• little or no evidence of appropriate style	

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

Six-Trait connections added by Smekens Education Solutions, Inc.

Smarter Balanced Assessment Consortium

| IDEAS | ORGANIZATION | VOICE | WORD CHOICE | SENT. FLUENCY | CONVENTIONS |

SCORE	2	1	0	NS
CONVENTIONS	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose (Off-purpose responses will still receive a score in Conventions.)

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

Six-Trait connections added by Smekens Education Solutions, Inc.