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:	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 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 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; 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.

Smarter Balanced Assessment Consortium

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

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

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

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

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

4-POINT INFORMATIVE-EXPLANITORY 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-EXPLANITORY 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-EXPLANITORY 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

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

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

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

2-POINT ARGUMENTATIVE 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.