



# Smarter Balanced Assessment Consortium: Brief Write Rubrics

October 2015



## **Target 1 – Narrative** (Organization—Opening)

### **2 points**

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 point**

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 points**

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

### **Target 3 – Informational/Explanatory** (Organization—Introduction)

#### **2 points**

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 point**

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 points**

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

**Target 6 – Opinion** (Organization—Introduction)

**2 points**

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 point**

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 points**

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

**Target 6 – Argumentative** (Organization—Introduction)

**2 points**

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 point**

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 points**

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

**Target 1 – Narrative** (Organization—Conclusion)

**2 points**

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 point**

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 points**

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

**Target 3 – Informational/Explanatory** (Organization—Conclusion)

**2 points**

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 point**

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 points**

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

**Target 6 – Opinion** (Organization—Conclusion)

**2 points**

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 point**

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 points**

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



**Target 6 – Argumentative** (Organization—Conclusion)

**2 points**

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 point**

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 points**

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

## **Target 1 – Narrative** (Elaboration)

### **2 points**

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 point**

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 points**

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 3 – Informational/Explanatory** (Elaboration)

#### **2 points**

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 point**

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 points**

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

**Target 6 – Opinion** (Elaboration)

**2 points**

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 point**

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 points**

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 6 – Argumentative** (Elaboration)

### **2 points**

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 point**

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 points**

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