

2013-2014 NYC Performance Assessment Rubric

Grade 7 ELA	Level 4 Exceeding Standards	1.5	Level 3 Meeting Standards	2.5	Level 2 Approaching Standards	1.5	Level 1 Attempting Standards	0.5	Level 0 No evidence
<b>Trait 1:</b> <b>Focus: Position</b> (CCLS W.1)	<ul style="list-style-type: none"> <li>Establishes and maintains a clear position, also demonstrating that this position is one among many in a complex topic.</li> </ul>		<ul style="list-style-type: none"> <li>Establishes and maintains a clear position.</li> </ul>		<ul style="list-style-type: none"> <li>Establishes a position that waivers at times.</li> </ul>		<ul style="list-style-type: none"> <li>Attempts to establish and maintain a position throughout.</li> </ul>		<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
<b>Development<sup>1</sup></b> (CCLS W.1)	<b>Trait 2:</b> <b>Elaboration</b> (CCLS W.1)		<ul style="list-style-type: none"> <li>Provides multiple reasons that make sense and support the overall position. Includes relevant evidence from credible sources, including the provided text, to support each reason. (May also include relevant evidence based on personal experience.)</li> </ul>		<ul style="list-style-type: none"> <li>Provides mostly relevant reasons and includes some evidence from credible sources, including the provided text, to support each reason. (May also include relevant evidence based on personal experience.)</li> </ul>		<ul style="list-style-type: none"> <li>Provides some reasons and evidence. There may be few reasons and little evidence, or the supporting reasons and evidence may be purely from personal experience.</li> </ul>		<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
	<b>Trait 3:</b> <b>Textual Analysis</b> (CCLS W.1)		<ul style="list-style-type: none"> <li>Discusses/explains evidence, including how it connects to reasons and the overall position. Interprets less explicit evidence from the text and refers to sources when appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Discusses/explains some evidence, including how it connects to reasons and the overall position. Some references demonstrate inferential thinking and refers to sources.</li> </ul>		<ul style="list-style-type: none"> <li>Begins to discuss some evidence. May restate explicit information from the text with minimal attempts to connect to reasons or the overall position. Reference to sources is minimal.</li> </ul>		<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
	<b>Trait 4:</b> <b>Counter Claims</b> (CCLS W.1)		<ul style="list-style-type: none"> <li>Discusses an alternate or opposing position: demonstrates understanding that there is another possible position on the topic.</li> </ul>		<ul style="list-style-type: none"> <li>Provides some discussion of an alternate or opposing position.</li> </ul>		<ul style="list-style-type: none"> <li>Mentions an alternate or opposing position very briefly or in a way that makes it unclear which position the writer is supporting.</li> </ul>		<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>

<sup>1</sup> Development: Focus Dimension for grades 7-12 to capture nuanced growth.

<sup>2</sup> Refers to sources<sup>2</sup>: Does not require formal citation of sources. Naming of source title, author, or "Text 1", for example, when quoting or paraphrasing is sufficient.

<p><b>Trait 5:</b></p> <p><b>Reading</b> (CCLS R.1)</p>	<ul style="list-style-type: none"> <li>Demonstrates accurate literal and inferential understanding of the source material and prioritizes the strongest supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accurate literal and inferential understanding of the source material.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a mostly literal understanding of the source material, with some misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt(s) to include and/or explain text evidence but demonstrates inaccurate understandings of the source material.</li> </ul>	<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
<p><b>Trait 6:</b></p> <p><b>Organization</b> (CCLS W.1)</p>	<ul style="list-style-type: none"> <li>Creates an organizational structure that introduces and concludes the argument and clearly orders reasons, evidence and counter-argument (where relevant).</li> <li>Uses a variety of effective transitions, resulting in an argument that flows well.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an organizational structure that introduces and concludes the argument and orders reasons and evidence so that they make sense.</li> <li>Transitions between and within sections are clear.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an organizational structure that introduces the argument and orders reasons and evidence so that they make sense. Some parts fit better into the structure than others.</li> <li>Transitions between and within sections are mostly easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some organization into sections, but inattention to key structural elements and/or transitions creates confusion.</li> </ul>	<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
<p><b>Trait 7:</b></p> <p><b>Conventions</b> (CCLS W.1)</p>	<ul style="list-style-type: none"> <li>Demonstrates sophistication in grammar and/or mechanics: through using a variety of sentence structures or complex punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a command of grammar, usage and mechanics across most of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an uneven command of English language conventions, including some errors in grammar, usage, and/or mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>A pattern of frequent errors in grammar, usage and/or mechanics interferes with audience understanding.</li> </ul>	<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>