

2013-2014 NYC Performance Assessment Rubric

Grade 8 ELA	Level 4 Exceeding Standards	3.5	Level 3 Meeting Standards	2.5	Level 2 Approaching Standards	1.5	Level 1 Attempting Standards	0.5	Level 0 No evidence
Trait 1: Focus: Position (CCLS W.1)	<ul style="list-style-type: none"> Establishes and maintains a focused position, clearly distinguishing this position from other possible positions on the topic. 		<ul style="list-style-type: none"> Establishes and maintains a clear position. 		<ul style="list-style-type: none"> Establishes a position that wavers at times. 		<ul style="list-style-type: none"> Attempts to establish and maintain a position throughout. 		<ul style="list-style-type: none"> No attempt made.
Development¹ (CCLS W.1)	Trait 2: Elaboration (CCLS W.1)		<ul style="list-style-type: none"> Selects reasons and many pieces of supporting evidence that strongly support the overall position. The evidence comes from credible sources, including the provided text. 		<ul style="list-style-type: none"> Provides reasons that make sense and support the overall position. Includes mostly relevant evidence, some of which is from the provided text. (May also include relevant evidence based on personal experience.) 		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> No attempt made.
	Trait 3: Textual Analysis (CCLS W.1)		<ul style="list-style-type: none"> Discusses/explains textual evidence: begins to analyze the relative strengths of the evidence and/or the credibility of sources. Refers to sources when appropriate. 		<ul style="list-style-type: none"> Discusses/explains some evidence and its connection to reasons and the overall position. Demonstrates some inferential thinking. Refers rarely or with some inaccuracies to sources. 		<ul style="list-style-type: none"> Begins to discuss some evidence. May restate explicit information from the text with minimal attempts to connect to reasons or the overall position. There are few or no references to sources. 		<ul style="list-style-type: none"> No attempt made.
	Trait 4: Counter Claims (CCLS W.1)		<ul style="list-style-type: none"> Clarifies the relative strength of the writer's chosen position versus an alternate position through a discussion of evidence. 		<ul style="list-style-type: none"> Discusses an alternate or opposing position: demonstrates understanding that there is another possible position on the topic. 		<ul style="list-style-type: none"> Mentions an alternate or opposing position very briefly or in a way that makes it unclear which position the writer is supporting. 		<ul style="list-style-type: none"> No attempt made.

¹ Development: Focus Dimension for grades 7-12 to capture nuanced growth.

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

<p>Criterion 3 Reading (CCS.W.1)</p>	<ul style="list-style-type: none"> Demonstrates accurate and insightful understanding of the source material. 	<ul style="list-style-type: none"> Demonstrates accurate literal and inferential understanding of the source material. 	<ul style="list-style-type: none"> Demonstrates literal and some inferential understanding of the source material with some misunderstandings. 	<ul style="list-style-type: none"> Attempt(s) to include and/or explain text evidence but demonstrates inaccurate understandings of the source material. 	<ul style="list-style-type: none"> No attempt made.
<p>Criterion 4 Organization (CCS.W.2)</p>	<ul style="list-style-type: none"> Develops an organizational structure that helps the audience follow the argument: an introduction and all reasons and evidence flow smoothly, and conclude in a supportive statement or section. 	<ul style="list-style-type: none"> Creates an organizational structure that introduces and concludes the argument and clearly orders reasons, evidence and counter-argument. Uses a variety of effective transitions, resulting in an argument that flows well. 	<ul style="list-style-type: none"> Creates an organizational structure that orders reasons and evidence so that they make sense. Some parts fit better into the structure than others. Transitions between and within sections are mostly easy to follow. 	<ul style="list-style-type: none"> Demonstrates some organization into sections, but inattention to key structural elements and/or transitions creates confusion. 	<ul style="list-style-type: none"> No attempt made.
<p>Criterion 5 Conventions (CCS.W.3)</p>	<ul style="list-style-type: none"> Demonstrates sophistication in grammar and/or mechanics: through using a variety of sentence structures or complex punctuation. 	<ul style="list-style-type: none"> Demonstrates a command of grammar, usage and mechanics across most of the essay. 	<ul style="list-style-type: none"> Demonstrates an uneven command of English language conventions, including some errors in grammar, usage, and/or mechanics. 	<ul style="list-style-type: none"> A pattern of frequent errors in grammar, usage and/or mechanics interfere with audience understanding. 	<ul style="list-style-type: none"> No attempt made.