

PARCC, Grades 4 and 5

## Research Simulation Task (RST) and Literary Analysis Task (LAT)

Scoring Rubric for Prose Constructed Response Items

Correlating Points on the *Traits Writing* Scoring Guides, Grades 3-5

### Written Expression

*The student response:*

- addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence.

*In his/her response, the writer:*

- offers a clear, central theme.
- provides enough critical evidence to support the theme and shows insight on the topic.
- makes clear his or her reason for creating the piece. He or she offers a point of view that is appropriate for the mode (narrative, expository, or persuasive), which compels the reader to read on.

*The student response:*

- demonstrates effective coherence, clarity, and cohesion appropriate to the task.

*The writer:*

- creates a piece that is easy to follow by fitting details together logically. He or she slows down to spotlight important points or events, and speeds up when he or she needs to move the reader along.
- includes a variety of carefully selected sequence words (such as later, then, and meanwhile) and transition words (such as however, also, and clearly), which are placed wisely to guide the reader through the piece by showing how ideas progress, relate, and/or diverge.

*The student response:*

- uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.

*The writer:*

- uses words with precision. He or she selects words the reader needs to fully understand the message...chooses nouns, adjectives, adverbs, and so forth that create clarity and bring the topic to life.
- uses words to capture the reader's imagination and enhance the piece's meaning. There is a deliberate attempt to choose the best word over the first word that comes to mind.
- carefully and creatively constructs sentences for maximum impact.

### Knowledge of Language and Conventions

*The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.*

*In his/her response, the writer:*

- spells sight words, high-frequency words, and less familiar words correctly.
- handles basic punctuation skillfully. He or she understands how to use periods, commas, question marks, and exclamation points to enhance clarity and meaning.
- uses capital letters consistently and accurately. A deep understanding of how to capitalize dialogue, abbreviations, proper names, and titles is evident.
- forms grammatically correct phrases and sentences. He or she shows care in applying the rules of standard English.

**Narrative Task (NT)****Written Expression***The student response:*

- is effectively developed with narrative elements and is consistently appropriate to the task.

*In his/her response, the writer:*

- tells a completely new story or puts an original twist on a familiar story.
- includes events that are logically sequenced and move the story forward. The plot is well developed. There is a compelling conflict or problem that is eventually solved.
- uses literary techniques, such as foreshadowing, symbolism, and figurative language, well.

*The student response:*

- demonstrates effective coherence, clarity, and cohesion appropriate to the task.

*In his/her response, the writer:*

- creates a piece that is easy to follow by fitting details together logically. He or she slows down to spotlight important points or events, and speeds up when he or she needs to move the reader along.
- narrows the story line to create a piece that is clear, tight, and manageable.
- includes a variety of carefully selected sequence words (such as later, then, and meanwhile) and transition words (such as however, also, and clearly), which are placed wisely to guide the reader through the piece by showing how ideas progress, relate, and/or diverge.

*The student response:*

- uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.

*In his/her response, the writer:*

- uses words with precision. He or she selects words the reader needs to fully understand the message... chooses nouns, adjectives, adverbs, and so forth that create clarity and bring the topic to life.
- uses words to capture the reader's imagination and enhance the piece's meaning. There is a deliberate attempt to choose the best word over the first word that comes to mind.
- carefully and creatively constructs sentences for maximum impact.

**Knowledge of Language and Conventions**

*The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.*

- spells sight words, high-frequency words, and less familiar words correctly.
- handles basic punctuation skillfully. He or she understands how to use periods, commas, question marks, and exclamation points to enhance clarity and meaning.
- uses capital letters consistently and accurately. A deep understanding of how to capitalize dialogue, abbreviations, proper names, and titles is evident.
- forms grammatically correct phrases and sentences. He or she shows care in applying the rules of standard English.