

GRADES 4-5 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|--|---|---|---|---|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; • addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant, text-based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing • uses language that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the topic; • demonstrates some organization with somewhat coherent writing; • uses language to express ideas with some clarity. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis. • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text-based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | | <p>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.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

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Narrative Task (NT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|---|---|--|---|
| Written Expression | <p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>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.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

- NOTE:
- The reading dimension is not scored for elicited narrative stories.
 - Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
 - The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don't understand/know