

SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 7th Grade Explanatory Task “Napping”)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

**SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 7th Grade Explanatory Task “Napping”)**

<b>Rationale &amp; Evidence</b>	<p><b>Score: 3</b></p> <p>The essay warrants a score of 3 because there is a clear controlling idea, an evident organizational structure and a sense of completeness.</p> <p><b>Purpose:</b> The thesis/controlling idea of the essay is clear, though it is not stated in the introductory paragraph. The essay does not introduce the thesis/controlling idea in the conventional way by stating it in the first paragraph. Rather, it becomes clearer and clearer as the essay progresses. By the last paragraph, the essay states that napping “is beneficial to the individual and it benefits the people around that individual...according to countless studies and tests, napping has proven to be very useful to the human being.”</p> <p>In the first paragraph, the essay introduces the importance of sleep in general, and identifies a problem that napping solves: a “sleep deprived populous.” The end of the first paragraph introduces the topic of napping. Subsequent paragraphs build on the benefits of napping and the essay concludes that “after a nap, people can be happier and more alert”. The essay also draws a policy implication, suggesting that companies should provide naptime for employees to keep them lively and enthusiastic, and to reduce the use of caffeine.</p> <p><b>Organization:</b> The essay uses varied transitional phrases to connect ideas between paragraphs (e.g. end of ¶1 “that is where napping comes into play.” Beginning of ¶2 “Napping, of course, is no replacement for sleep.”), as well as within paragraphs (e.g., but, even, another, before that, however). As noted above, there is a progression of ideas that begins by raising the problem of sleep deprivation, presenting evidence of the benefits of napping, providing more evidence of the problem of sleep deprivation (i.e., the constant rush of innovation that keeps people fighting to stay awake during the nap zone, the “reign of coffee”) , and concluding with a policy recommendation (“Maybe companies should take steps towards including a “Nap time” into their schedule to keep their employees lively and enthusiastic.”)</p> <p>The organization is not quite a Level 4 because although the connections between ideas are clear, the essay flip flops between a discussion of the problem – not enough sleep (¶1 and ¶3)– and the benefits of napping (¶2 and ¶4), rather than progressing logically from a focus on the problem- lack of sleep- and the solution - napping. A more effective organization would be to discuss the problem of people not getting enough sleep and why it is a problem, and consolidating explanation of the benefits of napping. Also, while the essay clearly explains the benefits of napping, it does not effectively discuss why sleep is so important for all people, beyond shift workers and health care providers.</p>
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SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 7th Grade Explanatory Task “Napping”)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

**SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 7th Grade Explanatory Task “Napping”)**

<b>Rationale &amp; Evidence</b>	<p><b>Score: 3</b></p> <p>The essay warrants a score of 3 because it provides adequate evidence from sources that supports the controlling idea about the problem of people not getting enough sleep and the benefits of napping.</p> <p><b>Evidence:</b> The essay starts with information from Source 2 : “People whose sleep is out of sync with their body clocks (such as shift workers) or is routinely interrupted (such as caregivers or emergency responders)” And follows each paragraph with an integration of information and evidence from Source 1, and returns to evidence from Source 2 in paragraphs 3 and 4. Essay usually cites the sources except in paragraph 3. The essay also integrates other ideas that are the students’ own, not described in the sources, e.g., overuse of caffeine products to address sleepiness - “reign of coffee”.</p> <p><b>Elaborative techniques</b> are adequate – use of examples of shift workers, caregivers, and doctors, to exemplify the sleep deprivation problem, supportive evidence from research about the benefits of napping for mental performance, and evidence from history about the “nap zone” to develop the controlling idea.</p> <p><b>Style and vocabulary</b> are appropriate and effective for a newspaper article, and show evidence of skillful diction and precise language selection: “sleep deprived populous,” “that is where napping comes into play,” “Napping, of course, is not replacement for sleep,” “consecutive”, “hitting the hay”, “constant rush of innovation,” “No wonder coffee is such a popular drink”.</p> <p>The essay does not reach a level 4 score because the use of evidence from sources is adequate but not comprehensive. Explanation of why sleep is so important to all people and how not getting enough sleep can affect people’s health and ability to do their jobs is not discussed in sufficient detail.</p>
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\*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

SCORES AND ANNOTATIONS FOR SAMPLE A (Response to 7th Grade Explanatory Task “Napping”)

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>
Rationale & Evidence	<p><b>Score: 2</b></p> <p>This essay has a minimal number of errors in spelling, punctuation, capitalization, grammar usage, and spelling. The proportion of errors to the total length of the essay is low.</p>			

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.