

GRADE 3
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
 (Revised July 29, 2014)*

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

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension by providing an accurate explanation/ description/comparison and by referencing the texts explicitly.	The student response demonstrates comprehension by providing a mostly accurate explanation/ description/comparison and by referencing the text(s) explicitly.	The student response demonstrates limited comprehension and may reference the text(s) explicitly.	The student response does not demonstrate comprehension of the text(s).
Writing Written Expression	The student response <ul style="list-style-type: none"> • 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; • consistently demonstrates purposeful and controlled organization; • uses language to express ideas with clarity. 	The student response <ul style="list-style-type: none"> • addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; • generally demonstrates purposeful and controlled organization; • uses language to express ideas with some clarity. 	The student response <ul style="list-style-type: none"> • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i> • is a developed, text-based response with little or no awareness of the prompt; • demonstrates purposeful organization that sometimes is not controlled; • uses language to express ideas with limited clarity. 	The student response <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • demonstrates little or no organization; • does not use language to express ideas with clarity.
Writing 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 .	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 .	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 .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

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Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing 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; • consistently demonstrates purposeful and controlled organization; • uses language to express ideas with clarity. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates purposeful and controlled organization; • uses language to express ideas with some clarity. 	<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 purposeful organization that sometimes is not controlled; • 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; • demonstrates little or no organization; • does not use language to express ideas with clarity.
Writing 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 demonstrates no command of the conventions of standard English. 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

* This rubric is subject to further refinement based on research and study.