PARCC Prose Constructed Response (PCR)

There are three kinds of PCRs on PARCC:
Source: PARCConline.org

| Literature Task	Narrative Task broadens the way in which students may use this type of writing.	Research Simulation Task
This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.	In this task, students may be asked to write a story (**or the next part of a story**), detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.	In this task, students will analyze an informational topic presented through articles or multimedia, the first text being an anchor text that introduces the topic. Students will engage with the texts by **answering a series of questions and synthesizing information from multiple sources in order to write an analytic essay.**

PARCC Explanation (PARCCOnline.org)

Questions that require a written response:
- Allow students to **elicit evidence** demonstrating that they have understood a text or texts read
- Allow students to **demonstrate that they can communicate that understanding well** both in terms of written expression and knowledge of language and conventions
- Allow teachers the **opportunity to provide feedback** on how individual pieces of writing meet or do not meet the criteria for quality writing

WRITTEN RESPONSE TASKS
- Written tasks should require **writing to sources** rather than to a de-contextualized or generalized prompt
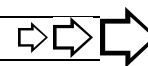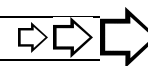
The Prose Constructed Response Connects Reading and Writing Standards.

Each PARCC PCR is a task that students complete after responding to a series of questions about the readings. If the question requires students to complete a task based on more than one reading, first they analyze each of the readings, responding to questions specific to each one. Then they respond to the task after they have thought through the readings.

In some of the assessments, students analyze readings and a video.

Examples (Source: PARCConline.org)

- This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

- How the writer uses the narrator to communicate. The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen. Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.

- compare two articles Compare how the articles by Lauren Tarshis and Dyan deNapoli and the video describe penguin rescue efforts after oil spills. Support your essay with information from all three sources.

- You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

- In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

- Write an essay comparing the information presented in the video with that presented in the article "Elephants Can Lend a Helping Trunk" and the passage from "Elephants Know When They Need a Helping Trunk in a Cooperative Task." Remember to use evidence from the video, the article, and the passage to support your answer.

- Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?

PARCC-Based Prose Constructed Response Prompts

NONFICTION
To respond, first organize your ideas in a list or other organizer.

- *CCSSR2 and 6—analyze how a writer uses information to support an idea.* Identify the information from the passage that strongly supports the central idea. Then explain how the writer helps you understand that idea with the examples.

- *CCSSR6—Analyze how articles accomplish different purposes.* Compare two articles about the same topic. Identify the purpose of each article. Then tell how the kind of information each writer tells you is different or alike.

- *CCSSR8—Evaluate strength of support for a claim.* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?

- *CCSSR9—compare two sources.* Compare one article and one video. What kinds of information do both include? What kinds of information is only in the video or only in the article?

- *CCSSR9—Contrast 3 sources.* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.

- *CCSSR9—Compare development of same theme in two histories.* After you read two histories with the same theme, think about how they develop it.

- *CCSSR8—Evaluate the strength of evidence used to support arguments in two texts.* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.

- *CCSSR6—Analyze how writers use sources to accomplish a purpose—in two texts (CCSCSR9).* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.

- *CCSCSR8—Evaluate the support for a claim in two different sources.* Compare an article and a video that both make the same claim. Evaluate the evidence each one uses to support the claim.

- *CCSSR8—Evaluate the strength of support for a claim in two texts and one video.* After you read two articles and one video clip that make the same claim, compare and contrast two of them. Decide which supports the claim more effectively based on the strength of the evidence.
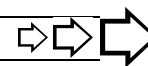
FICTION
To respond, first organize your ideas in a list or other organizer.

- *CCSSR2—theme—CCSSR5—author's techniques—CCSSR9* Analyze a poem and story. Identify a theme in the story and in the poem. Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

- *CCSSR2—theme—and CCSSR9—compare two writer's representation of the same theme.* After you read two stories, think about the similarities and differences in how the writers develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

- *CCSSR3—analyze the plot of a story, then CCSSW3—write a narrative.* Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

- *CCSSR3—analyze plot; CCSSW3—write a narrative.* Imagine that you, like the main character in the story, have the same experience. Write a story that tells what happens when that same thing happens to you.

- *CCSSR5---analyze the relationship between the narrator and the representation of the theme (CCSSR2) in two different stories (CCSSR9).* Read two different stories. Write an essay describing how each narrator's point of view influenced how the events are described. Be sure to use details from both stories.

- *CCSSR3—Analyze a character's development.* Write _____'s journal for the story. Include information about how the characters responded to the events in the story as you write the journal.

- *CCSSR3—analyze the development of a plot in terms of the character's actions and how the writer communicates that development (CCSSR5).* Analyze two stories in which one character tries to teach important lessons to the main character. Write an essay that explains how the two characters' words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

- *CCSSR3—Analyze the role of the narrator in a story and the effects that the narrator's point of view have (CCSSR6).* After you read a story, think about how it would be different if it were told from another character's point of view. Write a narrative story telling the story from that other character's point of view. Use supporting details from the story.

- *CCSSR3—Analyze the elements of a story and the choices the writer made to communicate it (CCSSR5).* Read a story. Then think about the details the author uses to establish the setting and the characters. Write an original story about what happens next. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

- *CCSSR5—analyze how the writer's narrator affects the mood of a story (CCSSR3).* Write an essay analyzing how the narrator's point of view is different from other characters in the story.   Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.

- *CCSSR9—Compare and contrast two texts that develop the same theme.* Write an essay that compares and contrasts the approaches each text uses to develop the same theme.

Writing Forms for PCR Items -- PARCC UPDATE

Source: http://www.parcconline.org/sites/parcc/files/PARCCSampleofWritingForms.pdf

In the classroom writing can take many forms, including both informal and formal. Since each PCR is designed to measure both written expression and knowledge of language and conventions, the audience and form for each PCR will necessitate that students use a formal register. In addition, PARCC seeks to create items that elicit writing that is authentic for the students to be assessed. The list below represents a sample of the forms which may be elicited from students in response to PARCC Summative Assessment PCRs. This list is not designed to be exhaustive either for the PARCC assessments or the classroom. Item writers will not use the list as the definitive list of forms that can be elicited on PCRs, **and teachers should not plan to use the list as a checklist of forms to be taught.**

Instead, the list is provided to demonstrate the wealth of forms for writing that may be used to elicit authentic student writing.

In grades 3-5, students may be asked to produce:

Adventure stories	Autobiography	Biography
Book reviews	Brochures	Character Sketches
Descriptions	Diaries	Encyclopedia or Wiki entries
Endings	Essays	Explanations
Fables	Fantasy stories	Fiction
How-to-do-it articles	Humorous stories	Legends
Letters	Magazine articles	Myths
News articles	Pamphlets	Persuasive letters
Reports	Reviews	Scenes (from a play)
Short stories	Science articles	Science fiction stories
Sequels	Speeches	

In addition to those forms listed for grades 3-5, students in grades 6-8 may be asked to produce:
· Anecdotes

· Apologies

· Complaints

· Editorials

· Interviews

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 • 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 • 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 • 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; *or* • 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 • 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**.

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

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing **Written Expression**	The student response • **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.	The student response • 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.	The student response • 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.	The student response • 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 clea**r.	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**.

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 unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable 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.

GRADES 4 AND 5
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** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing **inaccurate or no** analysis and **little to no** textual evidence.
Writing 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; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • 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; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • 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; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • uses language that demonstrates **no clear awareness** of the norms of the discipline.
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 clea**r.	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**.

GRADES 4 AND 5
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • **is effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • use of language demonstrates **no clear awareness** of the norms of the discipline.
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**.

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 unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable 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.

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

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 of Key Ideas and Details	The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective and convincing** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis, and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis and supporting the analysis with **basic** textual evidence.	The student response demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing inaccurate or no analysis and **little to no** textual evidence.
Writing Written Expression	The student response • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task by using **clear and convincing** reasoning supported by **relevant textual evidence**; • demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas; • establishes and maintains an **effective** style, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, by using **clear** reasoning supported by **relevant textual** evidence; • demonstrates coherence, clarity, and cohesion, making it **fairly easy to follow** the writer's progression of ideas; • establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, by using **some** reasoning and **text-based** evidence; • demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually discernible but not obvious**; • has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline.	The student response • addresses the prompt and develops the claim or topic and provides **minimal** development that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear**; • has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion. • has an inappropriate style, with **little to no** awareness of the norms of the discipline.
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**.

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

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas; • establishes and maintains an **effective** style, attending to the norms and conventions of the discipline.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • demonstrates coherence, clarity, and cohesion, making it **fairly easy** to follow the writer's progression of ideas; • establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline.	The student response • is developed with **some** narrative elements and is **somewhat appropriate** to the task; • demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually discernible but not obvious**; • has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear**; • has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or i**nappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • has an **inappropriate** style, with **little to no** awareness of the norms of the discipline.
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 clea**r.	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**.

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- 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. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable 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.