New York City Performance Assessment Common Rubric

ades 11-12	Level 4	ы	Level 3	5	Level 2	5	Level 1	Level
LA Rubric	Exceeding the Standards	з.	Meeting the Standards	2.	Approaching the Standards	1.	Attempting the Standards	0
Trait 1: cus: Position (CCLS W.1)	Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.		Establishes a precise and credible position, grounded in evidence and reasoning.		Establishes a <b>general position</b> that responds to the prompt.		States a position but does not completely address the prompt.	
Trait 2: Elaboration CCLS W.1	Provides <b>thorough</b> explanations of the most important claim(s), reasons and evidence that support and develop a <b>convincing</b> position.		Provides <b>detailed</b> explanations of <b>the most important</b> claim(s), reasons and evidence that support and develop the position.		Position is <b>explained</b> with claim(s), reasons and evidence.		Position is <b>minimally developed</b> with <b>little explanation</b> of claim(s), reasons and evidence.	
Trait 3: Textual Analysis CCLS R.1	<ul> <li>Thoroughly analyzes both explicit and inferred ideas from texts through interpretation of the author's meaning and purpose, and author's choices;</li> <li>Consistently refers to sources when appropriate.</li> </ul>		<ul> <li>Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose;</li> <li>Consistently refers<sup>2</sup> to sources when appropriate.</li> </ul>		<ul> <li>Analyzes explicit ideas/information from texts and begins to interpret the author's meaning and purpose;</li> <li>Refers to sources when appropriate.</li> </ul>		<ul> <li>Summarizes explicit ideas/information from texts;</li> <li>Refers to sources rarely.</li> </ul>	
Trait 4: Counter Claims CCLS W.1	<ul> <li>Develops counterclaim(s) or alternate claims fairly and thoroughly with most important evidence</li> <li>Explains why counterclaim is less convincing than the claim.</li> </ul>		<ul> <li>Develops counterclaim(s) or alternate claim(s) fairly with relevant evidence;</li> <li>Explains why counterclaim is less convincing than the claim.</li> </ul>		• Makes note of a specific counterclaim, alternate claim, or counter-evidence.		• Demonstrates awareness of a counterclaim, alternate claim, or counter-evidence.	No E
Trait 5: Reading (CCLS R.1)	<ul> <li>Represents content from reading materials accurately and fully;</li> <li>When appropriate, discusses gaps in information or areas where the texts leave matters uncertain.</li> </ul>		<ul> <li>Represents content from reading materials accurately;</li> <li>When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain.</li> </ul>		<ul> <li>Content from reading materials is mostly accurate;</li> <li>When appropriate, begins to question whether information from texts is complete.</li> </ul>		• Content from reading materials is incomplete or inaccurate.	Evidence
Trait 6: Organization (CCLS W.1)	<ul> <li>Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument;</li> <li>Conclusion clarifies, strengthens the</li> </ul>		• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that <b>clarifies</b> the reasoning and logic of the argument;		• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way <b>that</b> <b>allows the audience to follow</b> <b>the argument</b> ;		• Groups ideas and information through a <b>basic</b> use of paragraph structure and some transitional words/ phrases;	
	implications.		<ul> <li>Conclusion clarifies and strengthens the position.</li> </ul>		position.		<ul> <li>Conclusion detracts from or confuses the position.</li> </ul>	
Trait 7: onventions (CCLS W.1)	<ul> <li>Uses precise language and tone consistently appropriate to the purpose in a style that engages the audience;</li> <li>Demonstrates and maintains a well- developed command of standard English conventions with negligible</li> </ul>		<ul> <li>Uses language and tone appropriate to the audience and purpose;</li> <li>Demonstrates a command of standard English conventions with occasional minor errors.</li> </ul>		<ul> <li>Uses language and tone generally appropriate to the audience and purpose with minor lapses;</li> <li>Includes a number of minor errors that do not interfere with audience understanding.</li> </ul>		<ul> <li>Uses basic language and uneven tone with some improper usage of words and phrases;</li> <li>Includes major errors that interfere with audience understanding.</li> </ul>	
	Cus: Position (CCLS W.1) Trait 2: Elaboration CCLS W.1 Trait 3: Textual Analysis CCLS R.1 Trait 4: Counter Claims CCLS W.1 Trait 5: Reading (CCLS R.1) Trait 6: rganization (CCLS W.1) Trait 7: onventions	ELA RubricExceeding the StandardsTrait 1: cus: Position (CCLS W.1)Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.Trait 2: Elaboration CCLS W.1Provides thorough explanations of the most important claim(s), reasons and evidence that support and develop a convincing position.Trait 3: Textual Analysis CCLS R.1• Thoroughly analyzes both explicit and inferred ideas from texts through interpretation of the author's meaning and purpose, and author's choices; • Consistently refers to sources when appropriate.Trait 4: Counter Claims (CCLS R.1)• Develops counterclaim(s) or alternate claims fairly and thoroughly with most important evidence • Explains why counterclaim is less convincing than the claim.Trait 5: Reading (CCLS R.1)• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument; • Conclusion clarifies, strengthens the position while raising credible implications.Trait 7: onventions• Uses precise language and tone consistently appropriate to the purpose in a style that engages the audience; • Demonstrates and maintains a well-	ELA RubricExceeding the StandardsmTrait 1: cus: Position (CCLS W.1)Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.Trait 2: Elaboration CCLS W.1Provides thorough explanations of the most important claim(s), reasons and evidence that support and develop a convincing position.Trait 3: Textual Analysis CCLS R.1• Thoroughly analyzes both explicit and inferred ideas from texts through interpretation of the author's meaning and purpose, and author's choices; • Consistently refers to sources when appropriate.Trait 4: Counter Claims CCLS W.1• Develops counterclaim(s) or alternate claims fairly and thoroughly with most important evidence • Explains why counterclaim is less convincing than the claim.Trait 5: Reading (CCLS R.1)• Orders ideas and information within and across paragraphs and uses appropriate, discusses gaps in information or areas where the texts leave matters uncertain.Trait 6: rganization (CCLS W.1)• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument; • Conclusion clarifies, strengthens the position while raising credible implications.Trait 7: onventions (CCLS W.1)• Uses precise language and tone consistently appropriate to the purpose in a style that engages the audience; • Demonstrates and maintains a well- developed command of standard English conventions with negligible	ELA RubricExceeding the StandardsMeeting the StandardsTrait 1: cus: Position (CCLS W.1)Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.Establishes a precise and credible position, grounded in evidence and reasoning.Trait 2: Elaboration CCLS W.1)Provides thorough explanations of the most important claim(s), reasons and evidence that support and develop a convincing position.Provides detailed explanations of the most important claim(s), reasons and evidence that support and develop a convincing position.Trait 3: Trait 4: Counter Claims CCLS W.1• Thoroughly analyzes both explicit and inferred ideas from texts through interpretation of the author's meaning and purpose, and author's choices; • Consistently refers to sources when appropriate.• Analyzes both explicit and inferred ideas/information from texts through interpretation of a the author's meaning and purpose; • Consistently refers to sources when appropriate.• Develops counterclaim(s) or alternate claim (s) or alternate claims (s) fairly with relevant evidence; • Explains why counterclaim is less convincing than the claim.Trait 5: Reading (CCLS W.1)• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that claiffies, strengthens the position while raising credible implications.• Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that claiffies, strengthens the position while raising credible implications.• Orders ideas and information within and across paragraphs and uses appropri	ELA Rubric         Exceeding the Standards         Meeting the Standards           Trait 1: cus: Position (CCLS W.1)         Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.         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Position is explained with claim(s), reasons and evidence that support and evidence that support and develop the position.         Position is explained with claim(s), reasons and evidence.           Trait 3: CCLS N.1         • Thoroughy analyzes both explicit and inferred ideas from texts through interpretation of the author's meaning and purpose, and author's choices; consistently refers' to sources when appropriate.         • Analyzes both explicit and interst strough interpretation of the author's meaning and purpose; consistently refers' to sources when appropriate.         • Analyzes explicit ideas/information from texts and begins to interpret the author's meaning and purpose; consistently refers' to sources when appropriate.         • Analyzes explicit ideas/information from texts and begins to interpret the author's meaning and purpose; convincing than the claim.         • Analyzes explicit ideas/information from texts and purpose; convincing than the claim.         • Analyzes explicit ideas/information from texts and purpose; explains why counterclaim is less convincing than the claim.         • Analyzes counterclaim, acuunersiam, and across para	ELA Rubric         Exceeding the Standards         **         Meeting the Standards         **         Approaching the Standards         **           Trait 1: us: Position (CCLS W.1)         Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.         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Establishes a precise and convincing position, with all sides acknowledging limitations and the complexity of the issue position.         Establishes a general position that responds to the prompt.         States a position but dees not complexity of the most important claim(s), reacons and evidence that support and develop the position.         Position is explained with claim(s), reacons and evidence.         Position is explained with claim(s), reacons and evidence.         Position is minimally developed with little explanation of the author's meaning and purpose; explaints with regeneration from text through interpretation of the author's meaning and purpose; exclass.n1         • Analyzes both explicit and evidence the subtro's meaning and purpose; and author's choices; exclassing and purpose; exclassing and exclassing and purpose; exclassing and purpose; exclassing and purpose; exclassin

<sup>&</sup>lt;sup>1</sup> Development: Focus Dimension for grades 7-12 to capture nuanced growth. <sup>2</sup> "Refers to sources": Does not require formal citation of sources. Naming of source title, author, or "Text 1", for example, when quoting or paraphrasing is sufficient. Developed by Stanford Center for Assessment, Learning, & Equity and Teachers College with the New York City Department of Education