

New York City Performance Assessment Common Rubric

Grades 11-12 ELA Rubric		Level 4 Exceeding the Standards	3.5	Level 3 Meeting the Standards	2.5	Level 2 Approaching the Standards	1.5	Level 1 Attempting the Standards	Level 0
Trait 1: Focus: 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 general position that responds to the prompt .		States a position but does not completely address the prompt .	No Evidence
Development ¹ (CCLS W.1, R.1)	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 the position.		Position is explained with claim(s), reasons and evidence.		Position is minimally developed with little explanation of claim(s), reasons and evidence.	
	Trait 3: Textual Analysis CCLS R.1	<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ● Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose; ● Consistently refers² to sources when appropriate. 		<ul style="list-style-type: none"> ● Analyzes explicit ideas/information from texts and begins to interpret the author's meaning and purpose; ● Refers to sources when appropriate. 		<ul style="list-style-type: none"> ● Summarizes explicit ideas/information from texts; ● Refers to sources rarely. 	
	Trait 4: Counter Claims CCLS W.1	<ul style="list-style-type: none"> ● Develops counterclaim(s) or alternate claims fairly and thoroughly with most important evidence ● Explains why counterclaim is less convincing than the claim. 		<ul style="list-style-type: none"> ● Develops counterclaim(s) or alternate claim(s) fairly with relevant evidence; ● Explains why counterclaim is less convincing than the claim. 		<ul style="list-style-type: none"> ● Makes note of a specific counterclaim, alternate claim, or counter-evidence. 		<ul style="list-style-type: none"> ● Demonstrates awareness of a counterclaim, alternate claim, or counter-evidence. 	
Trait 5: Reading (CCLS R.1)		<ul style="list-style-type: none"> ● Represents content from reading materials accurately and fully; ● When appropriate, discusses gaps in information or areas where the texts leave matters uncertain. 		<ul style="list-style-type: none"> ● Represents content from reading materials accurately; ● When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain. 		<ul style="list-style-type: none"> ● Content from reading materials is mostly accurate; ● When appropriate, begins to question whether information from texts is complete. 		<ul style="list-style-type: none"> ● Content from reading materials is incomplete or inaccurate. 	
Trait 6: Organization (CCLS W.1)		<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ● 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 and strengthens the position. 		<ul style="list-style-type: none"> ● Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that allows the audience to follow the argument; ● Conclusion simply restates the position. 		<ul style="list-style-type: none"> ● Groups ideas and information through a basic use of paragraph structure and some transitional words/ phrases; ● Conclusion deducts from or confuses the position. 	
Trait 7: Conventions (CCLS W.1)		<ul style="list-style-type: none"> ● 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 errors. 		<ul style="list-style-type: none"> ● Uses language and tone appropriate to the audience and purpose; ● Demonstrates a command of standard English conventions with occasional minor errors. 		<ul style="list-style-type: none"> ● Uses language and tone generally appropriate to the audience and purpose with minor lapses; ● Includes a number of minor errors that do not interfere with audience understanding. 		<ul style="list-style-type: none"> ● Uses basic language and uneven tone with some improper usage of words and phrases; ● Includes major errors that interfere with audience understanding. 	

¹ Development: Focus Dimension for grades 7-12 to capture nuanced growth.

² "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.