

**City School District of Albany  
ELA Curriculum**

**4 Point Extended Response Rubric**

Name \_\_\_\_\_

Per. \_\_\_\_\_

**New York State Grades 6-8 Writing Evaluation Rubric**

Criteria	<b>4</b> Essays at this level:	<b>3</b> Essays at this level:	<b>2</b> Essays at this level:	<b>1</b> Essays at this level:	Feedback
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts W.2, R 1-9	-clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose  -demonstrates insightful analysis of the text (s)	-clearly introduces a topic in a manner that that follows from the task and purpose  -demonstrates grade-appropriate analysis of the text(s)	-introduces a topic in a manner that follows generally from the task and purpose  -demonstrates a literal comprehension of the text(s)	-introduces a topic in a manner that does not logically follow from the task and purpose  -demonstrate little understanding of the text(s)	
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection W.2, R 1-9	-develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text (s)  -sustains the use of varied, relevant evidence	-develops the topic with relevant facts, definition, details, quotation, or other information and examples from the text (s)  -sustains the use of relevant evidence, with some lack of variety	Partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant  -uses relevant evidence with inconsistency	-demonstrates an attempt to use evidence, but only develops ideas with minimal, occasionally evidence which is generally invalid or irrelevant	
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language W2, L.3, L.6	-exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  -establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain specific vocabulary with a notable sense of voice  -provides a concluding statement or section that is compelling and follows clearly from the topic and information presented	-exhibits clear organization with the use of appropriate transitions to create a unified whole  -establishes and maintains a formal style using precise language and domain specific vocabulary -provides a concluding statement or section that follows from the topic and information presents	Exhibits some attempt at organization with inconsistent use of transitions  -establishes but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  -provides a concluding statement or section that follows generally from the topic and information presented	-exhibits little attempt at organization or attempts to organize are irrelevant to the task  -lacks a formal style, using language that is imprecise or inappropriate for the text (s) and task  -provides a concluding statement or section that is logical or unrelated to the topic and information presented	
<b>CONTROL OF CONVENTIONS:</b> to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling W.2, L.1, L.2	-demonstrates grade-appropriate command of conventions, with low errors	-demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	-demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	-demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	