

**Common Core Writing Evaluation for Writing in Content Areas**  
 Designed to support the PARCC Analytical Writing rubric

*For each question below, if the answer is yes, proceed to the next question. Stop when the answer is "no" to assign the score in each category.*

<p><b>Completion of Assignment</b></p> <ul style="list-style-type: none"> <li>Did the student write a response to the prompt?</li> </ul> <p align="right"><b>If No, this paper is Unscorable</b>  <b>If Yes, proceed through the next 6 categories to assign a score</b></p>	
<p><b>1. Science Content</b></p> <ul style="list-style-type: none"> <li>Does the writing identify a few of the necessary science <b>elements</b> relative to the essential question?</li> <li>Does the response identify most of the necessary <b>elements</b> relative to the essential question?</li> <li>Does the response accurately identify the <b>relationships</b> between the elements relative to the essential question?</li> <li>Does the response evidence an understanding of the relationship of this system to other systems?</li> </ul> <p align="right"><b>YES to all = _____</b>  <b>Science Content Score:</b> _____</p>	<p><b>No =</b> ____</p> <p><b>No =</b> ____</p> <p><b>No =</b> ____</p> <p><b>No =</b> ____</p>
<p><b>2. Reading: Comprehension of Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Does the writing demonstrate some understanding of what the text says?</li> <li>Does the response include some text support (quotes or paraphrases) that support a basic level of comprehension?</li> <li>Does the textual evidence support an accurate analysis of the text?</li> <li>Does the response show that the student fully comprehends the complex ideas expressed in the text(s)?</li> </ul> <p align="right"><b>YES to all = 4</b>  <b>Reading: Comprehension of Key Ideas and Details Score:</b> _____</p>	<p><b>No = 0</b></p> <p><b>No = 1</b></p> <p><b>No = 2</b></p> <p><b>No = 3</b></p>
<p><b>3. Writing: Written Expression - Development of Ideas</b></p> <ul style="list-style-type: none"> <li>Does the writing include a <b>claim/thesis</b> or statement of findings with details that address the prompt in some way?</li> <li>Does the response include evidence or reasoning that is appropriate to the task, purpose, and audience?</li> <li>Is the evidence clear, and does it support the student's <b>claim/thesis</b> or findings effectively?</li> <li>Does the response provide clear and convincing development of an appropriate response to the prompt?</li> </ul> <p align="right"><b>YES to all = 4</b>  <b>Writing: Written Expression - Development of Ideas Score:</b> _____</p>	<p><b>No = 0</b></p> <p><b>No = 1</b></p> <p><b>No = 2</b></p> <p><b>No = 3</b></p>

<p><b>4. Writing: Written Expression - Organization</b></p> <ul style="list-style-type: none"> <li>• Is the reader able to follow the writer's progression of ideas through the response in any way?</li> <li>• Does the response include an introduction, conclusion, and supporting ideas that are grouped in some logical way?</li> <li>• Is the response clearly organized with introduction, conclusion, and ideas presented in a logical progression?</li> <li>• Does the response demonstrate a purposeful organization of elements and details within the elements of the paper (e.g. compare-contrast, chronological, order of importance) that make it easy to follow the writer's progression of ideas?</li> </ul> <p style="text-align: right;"><b>YES to all = 4</b></p> <p style="text-align: center;"><b>Writing: Written Expression - Organization Score:</b></p>	<p>No = 0 No = 1 No = 2 No = 3</p> <p>_____</p>
<p><b>5. Writing: Written Expression – Clarity of Language</b></p> <ul style="list-style-type: none"> <li>• Does the response include some content-related vocabulary and meet some of the <u>norms</u> (e.g. headings, lists, or internal citations) of the assigned task?</li> <li>• Does the response conform to the norms of the assigned task while including some <u>precise language</u> (descriptive words, sensory details, and transitional words) or content-specific vocabulary?</li> <li>• Does the response effectively respond to the prompt within appropriate norms and conventions of the task using precise language (descriptive words, sensory details, and transitional words) and/or content-specific vocabulary?</li> <li>• Does the student use precise language (descriptive words, sensory details, and transitional words) consistently to support an effective style that attends to all the norms of the task?</li> </ul> <p style="text-align: right;"><b>YES to all = 4</b></p> <p style="text-align: center;"><b>Writing: Written Expression – Clarity of Language Score:</b></p>	<p>No = 0 No = 1 No = 2 No = 3</p> <p>_____</p>
<p><b>6. Writing: Written Expression - Knowledge of Language and Conventions</b></p> <p><i>Note: Questions in this category proceed until the answer is YES.</i></p> <ul style="list-style-type: none"> <li>• Does the response demonstrate a clear command of the conventions of standard English with few minor errors?</li> <li>• Is the response generally clear, demonstrating a command of the conventions of standard English with some distracting errors?</li> <li>• Does the response include inconsistent command of the conventions of standard English with a few patterns of errors that may impede meaning?</li> <li>• Does the writing demonstrate a limited command of the conventions of standard English with multiple errors that distract the reader and impede understanding?</li> </ul> <p style="text-align: right;"><b>NO to all = 0</b></p> <p style="text-align: center;"><b>Writing: Written Expression - Knowledge of Language and Conventions Score:</b></p>	<p>Yes = 4 Yes = 3 Yes = 2 Yes = 1</p> <p>_____</p>
<p><b>Final Writing Score*</b></p> <p style="text-align: right;">Total Score: _____ / _____</p> <p style="text-align: right;">Average Score for Sections 2 - 6: _____ / 5</p>	<p>_____ / _____</p> <p>_____ / 5</p>

*\*Note: Teachers may opt to use either method to calculate a writing score. A Total Score may be easiest to convert for grading purposes, while the Average Score provides a common score for conversations with grade level PLC's or cross-content teams. Some teachers may wish to add a multiplier to the Reading Comprehension section to emphasize the importance of text-dependent writing outcomes.*