

GRADE 3
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

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 and Written Expression	The student response - demonstrates full comprehension by providing an accurate explanation/description/comparison; - addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; - uses clear reasoning supported by relevant, text-based evidence in the development of the topic; - is effectively organized with clear and coherent writing; - uses language effectively to clarify ideas.	The student response - demonstrates comprehension by providing a mostly accurate explanation/description/comparison; - addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; - uses reasoning and relevant, text-based evidence in the development of the topic; - is organized with mostly clear and coherent writing; - uses language in a way that is mostly effective to clarify ideas.	The student response - demonstrates limited comprehension; - addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience - uses limited reasoning and text-based evidence; - demonstrates limited organization and coherence; - uses language to express ideas with limited clarity.	The student response - does not demonstrate comprehension; - is undeveloped and/or inappropriate to the task, purpose, and audience; - includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
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 does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

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Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response - is effectively developed with narrative elements and is consistently appropriate to the task; - is effectively organized with clear and coherent writing - uses language effectively to clarify ideas.	The student response - is developed with some narrative elements and is generally appropriate to the task; - is organized with mostly coherent writing; - uses language in a way that is mostly effective to clarify ideas.	The student response - is minimally developed with few narrative elements and is limited in its appropriateness to the task; - demonstrates limited organization and coherence; - uses language to express ideas with limited clarity.	The student response - is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
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 does not demonstrate command of the conventions of standard English at the appropriate level of complexity. 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 unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable 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