

Writing Rubrics for the New Jersey Student Learning Assessments-Adaptive (NJSLA-A) and the New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A)

Table of Contents

Introduction 2

Overview of the Writing Tasks and Rubrics 3

- NJSLA-A Grades 3–5 Conventions Rubric 6
- NJSLA-A Grade 3 Informative and Explanatory Rubric 7
- NJSLA-A Grade 3 Narrative Rubric 8
- NJSLA-A Grades 4–5 Informative and Explanatory Rubric 9
- NJSLA-A Grades 4–5 Narrative Rubric 10
- NJSLA-A Grades 4–5 Opinion Rubric 11
- NJSLA-A Grades 6–8 Argumentative Rubric 12
- NJSLA-A Grades 6–8 Conventions Rubric 15
- NJSLA-A Grades 6–8 Informative and Explanatory Rubric 16
- NJSLA-A Grades 6–8 Narrative Rubric 18
- NJSLA-A Grade 9 and NJGPA-A Argumentative Rubric 20
- NJSLA-A Grade 9 and NJGPA-A Conventions Rubric 22
- NJSLA-A Grade 9 and NJGPA-A Informative and Explanatory Rubric 23
- NJSLA-A Grade 9 Narrative Rubric 25

Introduction

The following notes provide context for the purpose and use of the writing rubrics for the New Jersey Student Learning Assessments – Adaptive (NJSLA-A) and the New Jersey Graduation Proficiency Assessment – Adaptive (NJGPA-A).

- **Alignment**
  The rubrics are aligned to the language of the New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) within the Writing Domain and Language Domain.
- **On-Demand**
  The rubrics are applied to on-demand responses that represent first drafts and should not be interpreted as evidence of a student's performance across the full writing process described in the NJSLS-ELA.
- **Holistic Scoring**
  The composition and conventions rubrics are designed to be applied holistically to evaluate student writing on the assessments. Rubrics should not be used as a checklist. They provide a description of the characteristics of on-demand student writing at each score point.
- **Use of Rubrics**
  The rubrics are designed for large-scale assessment purposes and are not intended to replace comprehensive classroom writing evaluation. Educators may use rubrics to help understand the expectations of the writing tasks on the assessments with regard to various score points.

Overview of the Writing Tasks and Rubrics

The New Jersey writing rubrics outline the expectations for student writing on the NJSLA-A ELA and NJGPA-A ELA based on the 2023 NJSLS-ELA for writing. Writing tasks are scored using holistic rubrics that describe the characteristics of on-demand student writing at each score point. The holistic rubrics are not intended to function as checklists; instead, they are used to determine the "best fit" for each student-written response in the range of available score points. Student-written responses will not always match all the characteristics of a given score point but will be given the score that describes the student's writing ability holistically. As the rubrics reflect the characteristics of on-demand writing, they do not address the full writing process.

Writing Task Types

Students will receive a task that represents one of the writing text types from the NJSLS-ELA: opinion/argumentative, informative/explanatory, or narrative writing. The writing task type will vary by grade level (see the table below). Offering a range of writing task types, as represented in the NJSLS-ELA, provides a snapshot of student writing at the school, district, and state levels.

Writing Tasks by Grade Level

Grade(s)	Writing Tasks
3	Narrative, Informative/Explanatory
4, 5	Narrative, Informative/Explanatory, Opinion
6, 7, 8, 9	Narrative, Informative/Explanatory, Argumentative
NJGPA-A	Informative/Explanatory, Argumentative

Opinion/Argumentative Writing

For opinion/argumentative writing tasks, students read texts that present different perspectives on a topic. Students respond to prompts using reasons, information, and evidence from the provided texts, reflecting the NJSLS-ELA expectation that writers use valid reasoning and evidence to develop opinions or arguments.

Informative/Explanatory Writing

With informative/explanatory writing tasks, students examine an informational topic. As required by the NJSLS-ELA, students are expected to develop topics using facts, definitions, concrete details, and text evidence, organizing ideas clearly within the informative/explanatory response.

Narrative Writing

For narrative writing tasks, students are provided with a short-story starter or scenario that may also include an image. Students write narratives to develop real or imagined experiences or events using effective techniques, relevant details, sensory language, and event sequences.

Writing Task Rubrics

Each writing task type is scored with two distinct rubrics: composition and conventions. When viewed together, the rubric scores reflect the student's ability to write effectively. The writing tasks are intended to measure the development of ideas and focus, organization, expression and word choice, and conventions that students demonstrate in written responses.

Composition Rubrics

The composition rubrics are organized into three categories: ideas and focus, organization, and expression and word choice. Each category focuses on specific grade-level criteria for observable characteristics of on-demand student writing at each score point. These categories align with the expectations of the NJSLS-ELA for each writing type.

Ideas and Focus: The rubric criteria for ideas and focus describe a student's ability to present and develop clear and relevant information about a topic.

Organization: The rubric criteria for organization describe a student's ability to structure and arrange ideas and information within the writing to ensure clarity and connection of ideas.

Expression and Word Choice: The rubric criteria for expression and word choice describe a student's selection of words and phrases to communicate meaning as clearly and effectively as possible. Careful word choice enhances the clarity of the writing.

Conventions Rubrics

The conventions rubrics assess grade-level appropriate conventions skills including grammar, punctuation, and spelling.

NJSLS-ELA Standards Assessed by the Writing Rubrics

The table below indicates the NJSLS-ELA Writing and Language standards assessed by the writing rubrics.

Grade(s)	Language Standards (Conventions)	Writing Standards (Composition)
3	L.WF.3.2, L.WF.3.3, L.KL.3.1	W.IW.3.2, W.NW.3.3
4	L.WF.4.2, L.WF.4.3, L.KL.4.1	W.AW.4.1, W.IW.4.2, W.NW.4.3
5	L.WF.5.2, L.KL.5.1	W.AW.5.1, W.IW.5.2, W.NW.5.3
6	L.SS.6.1, L.KL.6.2	W.AW.6.1, W.IW.6.2, W.NW.6.3
7	L.SS.7.1, L.KL.7.2	W.AW.7.1, W.IW.7.2, W.NW.7.3
8	L.SS.8.1, L.KL.8.2	W.AW.8.1, W.IW.8.2, W.NW.8.3
9	L.SS.9-10.1, L.KL.9-10.2	W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3
NJGPA-A	L.SS.9-10.1, L.KL.9-10.2	W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3

NJSLA-A Grades 3–5 Conventions Rubric			
Conventions encompass language and the mechanical aspects of writing, such as grammar, spelling, and punctuation, that students demonstrate in their written responses.			
Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
The response demonstrates command of conventions in a written response to an on-demand prompt. **A score point 4 response may reflect the following characteristics:** • Demonstrates command of sentence composition • Demonstrates command of capitalization, punctuation, and spelling	**The response demonstrates general command of conventions in a written response to an on-demand prompt.** **A score point 3 response may reflect the following characteristics:** • Demonstrates general command of sentence composition • Demonstrates general command of capitalization, punctuation, and spelling	**The response demonstrates basic command of conventions in a written response to an on-demand prompt.** **A score point 2 response may reflect the following characteristics:** • Demonstrates partial command of sentence composition • Demonstrates partial command of capitalization, punctuation, and spelling	**The response demonstrates minimal command of conventions in a written response to an on-demand prompt.** **A score point 1 response may reflect the following characteristics:** • Demonstrates minimal command of sentence composition • Demonstrates minimal or no command of capitalization, punctuation, and spelling

- The NJSLA-A G3–G5 Conventions Rubric will assess grade-level appropriate conventions skills as outlined in the NJSLS-ELA.
- Not all grade-appropriate conventions skills will be demonstrated in an on-demand written response.

NJSLA-A Grade 3 Informative and Explanatory Rubric				
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.				
	Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• clearly conveys ideas and information about a topic • facts, concrete details, text evidence, or other information and examples that clearly develop the topic	• generally conveys ideas and information about a topic • fact, details, or other information and examples that generally develop the topic	• somewhat conveys information about a topic • basic information or examples somewhat related to the topic	• conveys minimal information about a topic • minimal, missing, or irrelevant information or examples related to the topic
Organization	• introduces a topic clearly • clearly linked ideas within sections of information • a conclusion clearly related to the information or explanation presented	• introduces a topic generally • generally linked ideas within sections of information • a conclusion generally related to the information presented	• attempts to introduce a topic • basic or attempted links between sections of information • a basic or attempted conclusion	• a missing or unclear introduction of the topic • minimal or unclear links between sections of information • a missing or unclear conclusion
Expression and Word Choice	• clear use of transition words and phrases	• general use of transition words and phrases	• basic or attempted use of transition words and phrases	• minimal or unclear use of transition words and phrases

NJSLA-A Grade 3 Narrative Rubric				
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.				
	Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• an established situation that clearly introduces a narrator and/or characters • dialogue and description that clearly develop experiences, events, and/or characters	• an established situation that generally introduces a narrator and/or characters • dialogue and description that generally develop experiences, events, and/or characters	• a situation that introduces a narrator and/or characters • dialogue or description that somewhat develop experiences, events, and/or characters	• a minimal situation or a narrator and/or characters • minimal, missing, or unclear dialogue and description
Organization	• a clearly organized event sequence • a conclusion or sense of closure that clearly follows from the experiences or events	• a generally organized event sequence • a conclusion or sense of closure that generally follows from the experiences or events	• a basic or partial event sequence • a basic or attempted conclusion or sense of closure	• a minimal or unclear event sequence • a missing or unclear conclusion or sense of closure
Expression and Word Choice	• transitional words and phrases that clearly manage the sequence of events • concrete words, phrases, and sensory details that convey experiences and events	• transitional words and phrases that generally manage the sequence of events • concrete words, phrases, and details that generally convey experiences and events	• transitional words or phrases that somewhat link the sequence of events • words, phrases, or details that somewhat describe experiences and events	• minimal, missing, or unclear use of transitional words to link events • minimal or unclear descriptions of experiences and events

NJSLA-A Grades 4–5 Informative and Explanatory Rubric				
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.				
	Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• clearly conveys ideas and information about a topic • facts, concrete details, text evidence, or other information and examples that clearly develop the topic	• generally conveys ideas and information about a topic • facts, details, or other information and examples that generally develop the topic	• somewhat conveys information about a topic • basic information or examples related to the topic	• conveys minimal information about a topic • minimal, missing, or irrelevant information or examples related to the topic
Organization	• introduces a topic clearly • clearly groups related information • clearly linked ideas within sections of information • a conclusion clearly related to the information or explanation presented	• introduces a topic generally • generally groups related information • generally linked ideas within sections of information • a conclusion generally related to the information presented	• attempts to introduce a topic • basic or attempted grouping of information • basic or attempted links between sections of information • a basic or attempted conclusion	• a missing or unclear introduction of the topic • minimal or no grouping of information • minimal or unclear links between sections of information • a missing or unclear conclusion
Expression and Word Choice	• precise use of language to explain the topic • clear use of transition words and phrases	• general use of language to explain the topic • general use of transition words and phrases	• basic use of language to explain the topic • basic or attempted use of transition words and phrases	• minimal or unclear use of language to explain the topic • minimal or unclear use of transition words and phrases

NJSLA-A Grades 4–5 Narrative Rubric				
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.				
	Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• an established situation that clearly introduces a narrator and/or characters • dialogue and description that clearly develop experiences, events, and/or characters	• an established situation that generally introduces a narrator and/or characters • dialogue and description that generally develop experiences, events, and/or characters	• a situation that introduces a narrator and/or characters • dialogue or description that somewhat develop experiences, events, and/or characters	• a minimal situation or a narrator and/ or characters • minimal, missing, or unclear dialogue and description
Organization	• a clearly organized event sequence that unfolds naturally • a conclusion that clearly follows from the experiences or events	• a generally organized event sequence that unfolds naturally • a conclusion that generally follows from the experiences or events	• a basic or partial event sequence • a basic or attempted conclusion	• a minimal or unclear event sequence • a missing or unclear conclusion or sense of closure
Expression and Word Choice	• varied transitional words and phrases that clearly manage the sequence of events • concrete words, phrases, and sensory details that precisely convey experiences and events	• transitional words or phrases that generally manage the sequence of events • concrete words, phrases, and details that generally convey experiences and events	• transitional words that partially link the sequence of events • words, phrases, or details that somewhat describe experiences and events	• minimal, missing, or unclear use of transitional words to link events • minimal or unclear descriptions of experiences and events

NJSLA-A Grades 4–5 Opinion Rubric				
Opinion writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.				
	Score Point 4	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• states an opinion that clearly addresses the topic • reasons that clearly support the opinion • facts and/or details from the text that clearly support the opinion	• states an opinion that generally addresses the topic • reasons that generally support the opinion • facts and/or details from the text that generally support the opinion	• an opinion that somewhat addresses the topic • reasons that somewhat support the opinion • information from the text that somewhat supports the opinion	• an opinion that minimally addresses the topic or does not state an opinion • minimal, missing, or unclear reasons related to the opinion • minimal, missing, or unclear information to support the opinion
Organization	• introduces a topic or text clearly • an organizational structure that clearly groups related ideas • a conclusion clearly related to the opinion presented	• introduces a topic or text generally • an organizational structure that generally groups related ideas • a conclusion generally related to the opinion presented	• attempts to introduce a topic or text • an organizational structure that somewhat groups related ideas • a conclusion somewhat related to the opinion presented	• a missing or unclear introduction of the topic • a minimal or unclear organizational structure • a missing or unclear conclusion
Expression and Word Choice	• uses words and phrases to clearly link opinion and reasons	• uses words and phrases to generally link opinion and reasons	• uses words and phrases to somewhat link opinion and reasons	• minimal or unclear use of words and phrases to link opinion and reasons

NJSLA-A Grades 6–8 Argumentative Rubric					
Argumentative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• a claim that clearly introduces a topic or issue • relevant and accurate data and evidence that clearly support the claim • logical reasoning that clearly demonstrates understanding of the topic or text • (G7 only) clearly acknowledges an alternate or opposing claim • (G8 only) clearly acknowledges and distinguishes an alternate or opposing claim	• a claim that generally introduces a topic or issue • accurate data and evidence that generally support the claim • logical reasoning that generally demonstrates understanding of the topic or text • (G7 only) generally acknowledges an alternate or opposing claim • (G8 only) generally acknowledges and distinguishes an alternate or opposing claim	• a claim that somewhat introduces a topic or issue • data and evidence that somewhat support the claim (information may be general) • reasoning that somewhat demonstrates understanding of the topic or text • (G7 only) somewhat acknowledges an alternate or opposing claim • (G8 only) somewhat acknowledges or distinguishes an alternate or opposing claim	• a claim that attempts to introduce a topic or issue • limited evidence related to the claim (information may be general) • limited or attempted reasoning related to the topic or text • (G7 and G8 only) attempts to acknowledge an alternate or opposing claim	• a minimal, missing, or unclear claim • minimal, missing, or unclear supporting evidence • minimal, missing, or unclear demonstration of reasoning • (G7 and G8 only) minimal, missing, or unclear acknowledgement of an alternate or opposing claim

NJSLA-A Grades 6–8 Argumentative Rubric (continued)					
Argumentative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Organization	• a clear introduction that contains clear reasons and relevant evidence to support a claim • a clear organizational structure that presents reasons and evidence logically • a concluding statement or section that clearly follows from the argument presented • (G7 and G8) a conclusion that also clearly supports the argument presented	• a general introduction that contains reasons and relevant evidence to support a claim • an organizational structure that generally presents reasons and evidence logically • a concluding statement or section that generally follows from the argument presented • (G7 and G8) a conclusion that also generally supports the argument presented	• a basic introduction that contains some reasoning and evidence to support a claim • a basic organizational structure that somewhat presents reasons or evidence • a concluding statement or section that somewhat follows from the argument presented • (G7 and G8) a conclusion that also somewhat supports the argument presented	• a limited or attempted introduction to support a claim • a limited or attempted organizational structure that attempts to present reasons or evidence • a concluding statement or section that attempts to relate to the argument presented	• a missing or unclear introduction • a minimal or unclear organizational structure • a missing or unclear concluding statement or section

NJSLA-A Grades 6–8 Argumentative Rubric (continued)					
Argumentative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Expression and Word Choice	• (G6 only) words, phrases, and clauses that clearly link and clarify the relationships among claim(s), reasons, and evidence • (G7 only) words, phrases, and clauses that clearly create cohesion and clarify the relationships among claim(s), reasons, and evidence • (G8 only) words, phrases, and clauses that clearly create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • establishes and maintains a formal/academic style, approach, and form	• (G6 only) words, phrases, and clauses that generally link and clarify the relationships among claim(s), reasons, and evidence • (G7 only) words, phrases, and clauses that generally create cohesion and clarify the relationships among claim(s), reasons, and evidence • (G8 only) words, phrases, and clauses that generally create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • generally establishes and maintains a formal/academic style, approach, and form	• (G6 only) words, phrases, and clauses that somewhat link or clarify the relationships among claim(s), reasons, or evidence • (G7 only) words, phrases, and clauses that somewhat create cohesion or clarify the relationships among claim(s), reasons, or evidence • (G8 only) words, phrases, and clauses that somewhat create cohesion or clarify the relationships among claim(s), counterclaims, reasons, or evidence • somewhat establishes a formal/academic style, approach, or form	• (G6 only) words, phrases, or clauses that attempt to link claim(s), reasons, or evidence • (G7 and G8 only) words, phrases, or clauses that attempt to relate claim(s), reasons, or evidence • attempts a formal/academic style, approach, or form	• minimal or unclear use of words, phrases, or clauses to link claim(s) or reasons • minimal or missing formal/academic style, approach, or form

NJSLA-A Grades 6–8 Conventions Rubric				
Conventions encompass language and the mechanical aspects of writing, such as grammar, usage, spelling, and punctuation, that students demonstrate in their written responses.				
Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
The response demonstrates command of conventions in a written response to an on-demand prompt. **A score point 5 response may reflect the following characteristics:** • Demonstrates command of the system and structure of the English language • Demonstrates command of capitalization, punctuation, spelling, and usage	**The response demonstrates general command of conventions in a written response to an on-demand prompt.** **A score point 4 response may reflect the following characteristics:** • Demonstrates general command of the system and structure of the English language • Demonstrates general command of capitalization, punctuation, spelling, and usage	**The response demonstrates basic command of conventions in a written response to an on-demand prompt.** **A score point 3 response may reflect the following characteristics:** • Demonstrates partial command of the system and structure of the English language • Demonstrates partial command of capitalization, punctuation, spelling, and usage	**The response demonstrates limited command of conventions in a written response to an on-demand prompt.** **A score point 2 response may reflect the following characteristics:** • Demonstrates limited command of the system and structure of the English language • Demonstrates limited command of capitalization, punctuation, spelling, and usage	**The response demonstrates minimal command of conventions in a written response to an on-demand prompt.** **A score point 1 response may reflect the following characteristics:** • Demonstrates minimal command of the system and structure of the English language • Demonstrates minimal or no command of capitalization, punctuation, spelling, and usage

- The NJSLA-A G6–G8 Conventions Rubric will assess grade-level appropriate conventions skills as outlined in the NJSLS-ELA.
- Not all grade-appropriate conventions skills will be demonstrated in an on-demand written response.

NJSLA-A Grades 6–8 Informative and Explanatory Rubric					
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• clearly conveys ideas, concepts, and information about a topic • relevant facts, definitions, concrete details, quotations, or other information and examples to clearly develop the topic • analysis of relevant content that clearly develops the topic	• generally conveys ideas, concepts, and information about a topic • relevant facts, definitions, concrete details, quotations, or other information and examples to generally develop the topic • analysis of relevant content that generally develops the topic	• somewhat conveys ideas, concepts, and information about a topic • facts, details, quotations, or information and examples to somewhat develop the topic • explanation of relevant content that somewhat develops the topic	• conveys limited ideas, concepts, or information about a topic • limited information and examples related to the topic • limited explanation of relevant content that attempts to develop the topic	• conveys minimal information about a topic • minimal, missing, or irrelevant information or examples • minimal, missing, or unclear explanation of relevant content

NJSLA-A Grades 6–8 Informative and Explanatory Rubric (continued)					
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Organization	• clear introduction of a topic (G7 & G8 also preview what is to follow) • text structure(s) that clearly organize(s) ideas, concepts, and information • a clear concluding statement or section that follows from and supports the information or explanation presented (G7 also reflects on the topic; G8 also synthesizes the information or explanation presented) • appropriate use of transitions to clarify relationships among ideas and concepts (G7 & G8 also create cohesion among ideas and concepts)	• general introduction of a topic (G7 & G8 also preview what is to follow) • text structure(s) that generally organize(s) ideas, concepts, and information • a concluding statement or section that generally follows from and supports the information or explanation presented (G7 also generally reflects on the topic; G8 also generally synthesizes the information or explanation presented) • appropriate use of transitions to generally clarify relationships among ideas and concepts (G7 & G8 also generally create cohesion among ideas and concepts)	• basic introduction of a topic (G7 & G8 also preview what is to follow) • text structure(s) that somewhat organize(s) ideas, concepts, or information • a concluding statement or section somewhat related to the information presented • appropriate use of transitions to somewhat clarify relationships among ideas and concepts (G7 & G8 also somewhat create cohesion among ideas and concepts)	• limited introduction of a topic • attempted use of text structure to organize ideas, concepts, or information • an attempted concluding statement • attempted use of transitions to relate ideas and concepts	• minimal or missing introduction of a topic • minimal or missing text structure • a missing or unclear concluding statement • minimal or missing use of transitions to relate ideas and concepts
Expression and Word Choice	• precise use of language to inform about or explain the topic • acknowledges and attempts a formal/academic style, approach, and form (G7 & G8 establishes and maintains a formal/academic style, approach, and form)	• appropriate use of language to inform about or explain the topic • generally acknowledges a formal/academic style, approach, and form (G7 & G8 generally establishes a formal/academic style, approach, and form)	• basic use of language to inform about or explain the topic • somewhat acknowledges a formal/academic style, approach, or form (G7 & G8 somewhat establishes a formal/academic style, approach, or form)	• attempted use of language to inform about or explain the topic • attempts a formal/academic style, approach, or form	• minimal or unclear use of language to inform about or explain the topic • minimal or missing formal/academic style, approach, or form

NJSLA-A Grades 6–8 Narrative Rubric					
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• a context and point of view that clearly introduces a narrator and/or characters • narrative techniques that clearly develop experiences, events and/or characters	• a context and point of view that generally introduces a narrator and/or characters • narrative techniques that generally develop experiences, events, and/or characters	• a context and point of view that somewhat introduces a narrator and/or characters • narrative techniques that somewhat develop experiences, events, and/or characters	• a limited or attempted context and/or point of view that introduces a narrator and/or characters • narrative techniques that attempt to develop experiences, events, and/or characters	• a minimal context and/or point of view • minimal, missing, or unclear use of narrative techniques
Organization	• a clearly organized event sequence that unfolds naturally and logically • a conclusion that clearly follows the experiences and events	• a generally organized event sequence that unfolds logically • a conclusion that generally follows from the experiences and events	• a sequence of experiences or events that unfold somewhat logically • a conclusion that somewhat follows from the experiences and events	• a limited or attempted sequence of experiences or events • a limited or attempted conclusion	• minimal or unclear relationship between events • minimal or missing conclusion

NJSLA-A Grades 6–8 Narrative Rubric (continued)					
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Expression and Word Choice	• transition words and phrases to clearly signal shifts in time frame or setting • precise words and phrases, relevant descriptive details, and sensory language to clearly convey experiences and events	• transition words and phrases to generally signal shifts in time frame or setting • words and phrases, mostly relevant descriptive details, and sensory language to generally convey experiences and events	• transition words or phrases to somewhat signal shifts in time frame or setting • words, phrases, and descriptive details to somewhat convey experiences and events	• limited transition words or phrases that attempt to signal shifts in time frame or setting • limited descriptive details that attempt to convey experiences and events	• minimal transition words to signal shifts in time frame or setting • minimal or unclear descriptive details to convey events or characters

NJSLA-A Grade 9 and NJGPA-A Argumentative Rubric					
Argumentative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• a precise claim that is distinguished from alternate or opposing claims • relevant and sufficient textual evidence used in analysis of a topic to clearly support a claim • valid, sound reasoning that clearly develops claims and counterclaims • clearly explains the strengths and limitations of claims and counterclaims	• a precise claim that is generally distinguished from alternate or opposing claims • relevant and sufficient textual evidence used in analysis of a topic to generally support a claim • sound reasoning that generally develops claims and counterclaims • generally explains the strengths or limitations of claims and counterclaims	• a precise claim that is somewhat distinguished from an opposing claim • relevant textual evidence used in analysis of a topic to somewhat support a claim • reasoning that somewhat develops claims and counterclaims • somewhat explains the strengths of claims or counterclaims	• a claim that is partially distinguished from an opposing claim • relevant textual evidence used to partially support a claim • limited reasoning that attempts to develop a claim • attempts to explain the strengths of claims	• a minimal, missing, or unclear claim • minimal, missing, or unclear supporting textual evidence • minimal, missing, or unclear reasoning • minimal or no explanation of claims

NJSLA-A Grade 9 and NJGPA-A Argumentative Rubric (continued)					
Argumentative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Organization	• introduces a claim and creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence • transitions that clearly link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, evidence, and counterclaims • a concluding section that clearly supports the argument presented	• introduces a claim and creates an organization that generally establishes relationships among claim, counterclaims, reasons, and evidence • transitions that generally link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, evidence, and counterclaims • a concluding section that generally supports the argument presented	• introduces a claim and creates an organization that somewhat establishes relationships among claim, reasons, and evidence • transitions that somewhat link the major sections of the text, create cohesion, or clarify the relationships between claim and reasons, evidence, or counterclaims • a concluding section that somewhat supports the argument presented	• attempts to introduce a claim or create an organization to establish relationships between claim and reasons • transitions that attempt to link the major sections of the text • an attempted concluding statement that partially supports the argument presented	• a minimal or no introduction of a claim or connection between claim and reasons • minimal or no transitions to link sections of the text • a minimal or no concluding statement
Expression and Word Choice	• establishment and maintenance of a style and tone appropriate to the audience and purpose	• establishment and general maintenance of a style and tone appropriate to the audience and purpose	• basic establishment and maintenance of a style and tone somewhat appropriate to the purpose	• attempted establishment of style or tone	• minimal or unclear style or tone

NJSLA-A Grade 9 and NJGPA-A Conventions Rubric				
Conventions encompass language and the mechanical aspects of writing, such as grammar, usage, spelling, and punctuation, that students demonstrate in their written responses.				
Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
The response demonstrates command of conventions in a written response to an on-demand prompt. **A score point 5 response may reflect the following characteristics:** • Demonstrates command of the system and structure of the English language • Demonstrates command of capitalization, punctuation, spelling, and usage • Demonstrates effective language choices for meaning or style	**The response demonstrates general command of conventions in a written response to an on-demand prompt.** **A score point 4 response may reflect the following characteristics:** • Demonstrates general command of the system and structure of the English language • Demonstrates general command of capitalization, punctuation, spelling, and usage • Demonstrates generally effective language choices for meaning or style	**The response demonstrates basic command of conventions in a written response to an on-demand prompt.** **A score point 3 response may reflect the following characteristics:** • Demonstrates partial command of the system and structure of the English language • Demonstrates partial command of capitalization, punctuation, spelling, and usage • Demonstrates somewhat effective language choices for meaning or style	**The response demonstrates limited command of conventions in a written response to an on-demand prompt.** **A score point 2 response may reflect the following characteristics:** • Demonstrates limited command of the system and structure of the English language • Demonstrates limited command of capitalization, punctuation, spelling, and usage • Demonstrates limited effectiveness of language choices for meaning or style	**The response demonstrates minimal command of conventions in a written response to an on-demand prompt.** **A score point 1 response may reflect the following characteristics:** • Demonstrates minimal command of the system and structure of the English language • Demonstrates minimal or no command of capitalization, punctuation, spelling, and usage • Demonstrates minimal effectiveness of language choices for meaning or style

- The NJSLA-A Grade 9 and NJGPA-A Conventions Rubric will assess grade-level appropriate conventions skills as outlined in the NJSLS-ELA.
- Not all grade-appropriate conventions skills will be demonstrated in an on-demand written response.

NJSLA-A Grade 9 and NJGPA-A Informative and Explanatory Rubric					
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a purposeful and focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• complex ideas, concepts, and information that are examined and conveyed clearly and accurately through the effective selection, organization, and analysis of content • well-chosen, relevant, and sufficient facts, concrete details, quotations, or other information and examples that clearly develop the topic	• ideas, concepts, and information that are examined and conveyed accurately through the effective selection, organization, and analysis of content • relevant and sufficient facts, concrete details, quotations, or other information and examples that generally develop the topic	• ideas and information that are examined and conveyed through the selection, organization, or analysis of content • facts, concrete details, quotations, or other information and examples that somewhat develop the topic	• ideas or information that are conveyed through the selection or organization of content • details, other information, or examples related to the topic	• ideas or information that are minimally conveyed through the selection of content • minimal or no information or examples related to the topic

NJSLA-A Grade 9 and NJGPA-A Informative and Explanatory Rubric (continued)					
Informative/Explanatory writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Organization	• a clear introduction • organization of complex ideas, concepts, and information to clearly make important connections and distinctions • appropriate and varied transitions that clearly link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • a concluding section that clearly supports the information or explanation presented	• a general introduction • organization of complex ideas, concepts, and information to generally make important connections and distinctions • appropriate and varied transitions that generally link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • a concluding section that generally supports the information or explanation presented	• a basic introduction • organization of complex ideas, concepts, and information to somewhat make connections and distinctions • appropriate transitions that somewhat link the major sections of the text, create cohesion, or clarify the relationships among complex ideas and concepts • a concluding section that somewhat supports the information or explanation presented	• a limited or attempted introduction • organization of ideas, concepts, or information to make partial connections • transitions that attempt to link the major sections of the text • an attempted concluding statement that partially supports the information presented	• minimal or no introduction • minimal or no organization of ideas, concepts, or information • minimal or no transitions to link sections of the text • minimal or no concluding statement
Expression and Word Choice	• precise use of language to manage the complexity of the topic • establishment and maintenance of a style and tone appropriate to the audience and purpose	• appropriate use of language to manage the complexity of the topic • establishment and general maintenance of a style and tone appropriate to the audience and purpose	• basic use of language to manage the topic • basic establishment and maintenance of a style and tone that is somewhat appropriate to the purpose	• attempted use of language to manage the topic • attempted establishment of style or tone	• minimal or unclear use of language to manage the topic • minimal or unclear style or tone

NJSLA-A Grade 9 Narrative Rubric					
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. **A score point 5 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose.** **A score point 4 response may reflect the following characteristics:**	**The response demonstrates an ability to provide basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose.** **A score point 3 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a limited written response to an on-demand prompt. It demonstrates partial understanding of the task and purpose.** **A score point 2 response may reflect the following characteristics:**	**The response demonstrates an ability to provide a minimally written response to an on-demand prompt. It demonstrates minimal understanding of the task and purpose.** **A score point 1 response may reflect the following characteristics:**
Ideas and Focus	• a problem, situation, or observation that clearly engages and orients the reader • clearly establishes one or multiple point(s) of view • clearly introduces a narrator and/or characters • narrative techniques that clearly develop experiences, events, and/or characters	• a problem, situation, or observation that generally engages and orients the reader • generally establishes one or multiple point(s) of view • generally introduces a narrator and/or characters • narrative techniques that generally develop experiences, events, and/or characters	• a problem, situation, or observation that somewhat engages and orients the reader • somewhat establishes one or multiple point(s) of view • somewhat introduces a narrator and/or characters • narrative techniques that somewhat develop experiences, events, and/or characters	• a problem, situation, or observation that attempts to engage or orient the reader • attempts to establish a point of view • attempts to introduce a narrator or characters • limited or attempted narrative techniques	• a problem, situation, or observation that is minimal or unclear • establishes minimal or no point of view • minimally introduces a narrator or characters • minimal or no narrative techniques
Organization	• a sequence of real or imagined experiences or events that build on one another to create a coherent whole • a conclusion that clearly follows from and reflects on what is experienced, observed, or resolved	• a sequence of real or imagined experiences or events that generally creates a coherent whole • a conclusion that generally follows from what is experienced, observed, or resolved	• a sequence of real or imagined experiences or events that creates a somewhat coherent whole • a conclusion that somewhat follows from what is experienced, observed, or resolved	• a limited or attempted series of events • a limited or attempted conclusion	• minimal or no sequence of events • a minimal or missing conclusion

NJSLA-A Grade 9 Narrative Rubric (continued)					
Narrative writing encompasses the development of ideas, focus, organization, and language that students demonstrate in their written responses.					
	Score Point 5	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**
Expression and Word Choice	• precise words and phrases, telling details, and sensory language to clearly convey experiences, events, settings, and/or characters	• words and phrases, details, and sensory language to generally convey experiences, events, settings, and/or characters	• words and phrases to somewhat convey experiences, events, settings, and/or characters	• limited or attempted words or phrases to convey experiences, events, settings, or characters	• minimal or no words or phrases to convey experiences, events, settings, or characters