

GRADES 6-11 (July 2015) PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	The student response <ul style="list-style-type: none"> • is mostly effectively developed with narrative elements and is mostly appropriate to the task; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	The student response <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	The student response <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited organization and coherence; • has a style that has limited effectiveness. 	The student response <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks organization and coherence; • has an inappropriate style.
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.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- 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. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

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