

Assessment Evaluation Rubric—English/Language Arts

Insufficient	Sufficient	Proficient
1 Text Complexity Text(s) do not follow word count, complexity, and/or task guidelines. No evidence of knowledge about word count and/or complexity of chosen text(s).	2 Text Complexity Text(s) follow some word count, complexity, and/or task guidelines. Some evidence of knowledge about word count and/or complexity of chosen text(s).	3 Text Complexity Text(s) follow all word count, complexity, and/or task guidelines. Evidence of knowledge about word count and/or complexity of chosen text(s).
1 Standards-Focused Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about English/Language Arts Content Standards.	2 Standards-Focused Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about English/Language Arts Content Standards.	3 Standards-Focused Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about English/Language Arts Content Standards.
1 Appropriate Performance Level Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	2 Appropriate Performance Level Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	3 Appropriate Performance Level Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is not clearly identifiable. No evidence of knowledge about types of ELA tasks.	2 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is somewhat identifiable. Some evidence of knowledge about types of ELA tasks.	3 Type of Task Specific type of task (literary analysis, narrative writing, and/or research simulation) is clearly identifiable. Evidence of knowledge about types of ELA tasks.
1 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is not clearly identifiable. No evidence of knowledge about types of ELA items.	2 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is somewhat identifiable. Some evidence of knowledge about types of ELA items.	3 Type of Item Specific type of item (EBSR, TECR, and/or PCR) is clearly identifiable. Evidence of knowledge about types of ELA items.
1 Assessment Stems Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	2 Assessment Stems Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	3 Assessment Stems Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1 Assessment Responses Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	2 Assessment Responses Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	3 Assessment Responses Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking