

## ***RUBRIC - PARCC QUESTION FORMAT II: PCR – Prose Constructed Response, Informational ESSAY***

**The average length expected of a student’s essay seems to be between 250 and 400 words**

This format requires the student to **create** original text (essay) based upon provided content

**Question:** The prompt may require the student to write an article for a school newspaper based upon the content provided in the accompanying passage.

In the article be sure to include **descriptive details**.

**Delineate** key points in the article and provide supporting evidence from the provided content.

**Question:** The prompt may also require the student to write an argument to support various **claims** contained in the provided content. In this case, the student will have to **evaluate** (i.e. good/bad, right/wrong) the claims made in the content. As always, the student must quote/cite supporting **evidence** (i.e. text) from the content. Student must be able to distinguish **fact** from opinion or generalizations,

**TASK DESCRIPTION:** Student must compose an essay, of approximately 200-400 words, that begins with the student’s **main idea** (*the key point the student wants to make*) about the content provided. This will come from the student’s **analysis** (*breaking down of the passage into its component parts*) of and thoughtful reflection about the content. In devising a **structure** (*the organization of key elements*) for the essay, the student may use such devices as comparisons, cause and effect, problem and solution or a simple chronology with which to frame the essay. It is important that the student employ **sensory** (*relating to the senses*) and/or **figurative language** (*not literal, use of figures of speech such as “metaphor”*) in the composition of the essay while **drawing inferences** (*derive information by asking “why” is something mentioned*) from the passage. The student finishes the essay by **summarizing** (*a listing of essential points made in the essay*) and reaching a **conclusion** (*a statement at the end of the essay about the student’s opinion or decision made about the passage*). Student may also be asked to write an **argument** (*a set of reasons why something is true*) to **support** (*back up or justify*) **claims** (*assertions of fact*) made in a provided passage. To do this, the student must **evaluate** (*determine right or wrong, good or bad*) the claims made in the argument.

PERFORMANCE	EXCELLENT	PROGRESSING	NEEDS WORK
Student understands the meaning of each <b>key term</b> noted in the task description above	Student can explain and <i>demonstrate</i> the meaning of each term and provide examples.	Student can provide an adequate definition of each of the terms relevant to common core usage.	Student can provide only a few definitions for the key terms cited in the task description.
Student composes the essay according to the instructions noted in the task description.	Student includes almost all of the elements noted in the task description.	Student includes more than half of the elements noted in the task description.	Student includes less than half of the elements noted in the task description.

**PRACTICE:** Require the student to compose a hypothetical article for a local or school newspaper and have the student **determine** the **main idea** the student is trying to convey. Then have the student “build” the article using the tools (key terms) noted above.