



Rubric for DC CAS Constructed-Response Items: Reading

Score	Description
3	<p>The response demonstrates a complete understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none">• is clear and complete• provides relevant and specific details/information from the text <p><u>Student responses that are awarded a score of 3 have:</u></p> <ul style="list-style-type: none">• fully answered all parts of the question posed• demonstrated the student's understanding of the whole text relative to the question• offered appropriate, clear, and full textual support for the answer• explained direct quotations from the text that are used as support• included inferences, when appropriate, based on the text
2	<p>The response demonstrates a partial understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none">• is partially clear and/or partially complete• provides mostly relevant but somewhat general and/or inaccurate details/information from the text
1	<p>The response demonstrates a minimal understanding of the passage as it relates to the question. The response includes support that</p> <ul style="list-style-type: none">• is minimally correct or incomplete• provides inadequate, incorrect, or no relevant details/information from the text

0	<p>The response demonstrates no understanding of the passage as it relates to the question. Any details/information that is included is incorrect or irrelevant.</p> <p>Student responses that are awarded a score of 3 have</p> <ul style="list-style-type: none"> • fully answered all parts of the question posed • demonstrated the student’s understanding of the whole text relative to the question • offered appropriate, clear, and full textual support for the answer • explained direct quotations from the text that are used as support • included inferences, when appropriate, based on the text
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Rubrics for DC CAS Constructed-Response Item: Writing

Topic/Idea Development



<i>Score</i>	<i>Description</i>
6	<ul style="list-style-type: none"> • Rich topic/idea development • Careful and/or subtle organization • Effective/rich use of language
5	<ul style="list-style-type: none"> • Full topic/idea development • Logical organization • Strong details • Appropriate use of language

4	<ul style="list-style-type: none"> • Moderate topic/idea development and organization • Adequate, relevant details • Some variety in language
3	<ul style="list-style-type: none"> • Rudimentary topic/idea development and/or organization • Basic supporting ideas • Simplistic language
2	<ul style="list-style-type: none"> • Limited or weak topic/idea development, organization, and/or details • Limited awareness of audience and/or task
1	<ul style="list-style-type: none"> • Limited topic/idea development, organization, and/or details • Little or no awareness of audience and/or task

Standard English Conventions



Score	Description
4	<ul style="list-style-type: none">• Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)
3	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics
2	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Too many errors relative to length of the essay or complexity of sentence structure, grammar and usage, and mechanics
1	<ul style="list-style-type: none">• Errors seriously interfere with communication AND• Little control of sentence structure, grammar and usage, and mechanics

