GRADE 4 (August 2015)
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates *full comprehension* of ideas stated explicitly and/or inferentially by providing an *accurate* analysis; • addresses the prompt and provides *effective* development of the topic that is *consistently appropriate* to task, purpose, and audience; • uses *clear* reasoning supported by *relevant*, text-based evidence in the development of the topic; • is *effectively* organized with *clear and coherent* writing; • uses language *effectively* to clarify ideas.	The student response • demonstrates *comprehension* of ideas stated explicitly and/or inferentially by providing a *mostly accurate* analysis; • addresses the prompt and provides *mostly effective* development of the topic that is *appropriate* to task, purpose, and audience; • uses **mostly clear** reasoning supported by *relevant* text-based evidence in the development of the topic; • is organized with *mostly clear and coherent* writing • uses language that is *mostly effective* to clarify ideas.	The student response • demonstrates *basic comprehension* of ideas stated explicitly and/or inferentially by providing a *generally accurate* analysis; • addresses the prompt and provides *some* development of the topic that is *somewhat appropriate* to task, purpose, and audience; • uses *some* reasoning and text-based evidence in the development of the topic; • demonstrates *some* organization with *somewhat* coherent writing; • uses language to express ideas with *some* clarity.	The student response • demonstrates *limited comprehension* of ideas by providing a *minimally accurate* analysis; • addresses the prompt and provides *minimal* development of the topic that is *limited in its appropriateness* to task, purpose, and audience • uses *limited* reasoning and text-based evidence; • demonstrates *limited* organization and coherence; • uses language to express ideas with *limited* clarity.	The student response • demonstrates *no comprehension* of ideas by providing an *inaccurate or no* analysis. • is *undeveloped and/or inappropriate* to the task, purpose, and audience; • includes *little to no* text-based evidence; • *lacks* organization and coherence; • *does not* use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard Spanish at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r.	The student response to the prompt demonstrates **some command** of the conventions of standard Spanish 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 Spanish 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 Spanish at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is *effectively* developed with narrative elements and is *consistently appropriate* to the task; • is *effectively* organized with *clear and coherent* writing • uses language **effectively** to clarify ideas.	The student response • is developed with *some* narrative elements and is *generally appropriate* to the task; • is organized with *mostly coherent* writing; • uses language that is *mostly effective* to clarify ideas.	The student response • is *minimally* developed with *few* narrative elements and is *limited in its appropriateness* to the task; • demonstrates *limited* organization and coherence; • uses language to express ideas with *limited* clarity.	The student response • is *undeveloped* and/or *inappropriate* to the task; • **lacks** organization and coherence; • *does not* use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response to the prompt demonstrates **full command** of the conventions of standard Spanish 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 Spanish 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 Spanish 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 Spanish 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.
- 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.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable 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 Spanish
D=Off-topic
E=Refusal to respond
F=Don't understand/know

Colorado Spanish Language Arts