

**NYSTCE EDUCATING ALL STUDENTS—II (EAS—II)
CONSTRUCTED-RESPONSE ITEM RUBRIC**

	4	3	2	1
Performance Characteristic	The "4" essay demonstrates a strong command of writing skills.	The "3" essay demonstrates a satisfactory command of writing skills.	The "2" essay demonstrates a limited command of writing skills.	The "1" essay demonstrates a lack of command of writing skills.
CONTENT: the extent to which the essay meets the requirements of the assignment, is written in the candidate's own words, and addresses the task and audience	<ul style="list-style-type: none"> The essay demonstrates strong understanding of the assignment, completely addresses all requirements, uses the candidate's own words, and is appropriate to the task and audience. 	<ul style="list-style-type: none"> The essay demonstrates satisfactory understanding of the assignment, addresses all requirements, uses the candidate's own words, and is generally appropriate to the task and audience. 	<ul style="list-style-type: none"> The essay demonstrates limited understanding of the assignment, only partially addresses requirements, may be only partially written in the candidate's own words, and/or may be only partially appropriate to the task and audience. 	<ul style="list-style-type: none"> The essay demonstrates little or no understanding of the assignment; addresses few, if any, requirements; uses few of the candidate's own words; and/or is inappropriate to the task and audience.
COMMAND OF EVIDENCE: the extent to which the essay uses relevant evidence from the provided exhibits and from the candidate's own ideas and examples to support analysis	<ul style="list-style-type: none"> The essay is strongly supported through the effective use of relevant evidence drawn from the exhibits, the candidate's own ideas and examples, and strong analysis. 	<ul style="list-style-type: none"> The essay is generally supported through the use of relevant evidence drawn from the exhibits, the candidate's own ideas and examples, and generally sound analysis. 	<ul style="list-style-type: none"> The essay is only partially supported by the use of evidence from the exhibits, and/or may only partially use the candidate's own ideas and examples; the essay may demonstrate flawed analysis. 	<ul style="list-style-type: none"> The essay lacks support and uses little to no evidence or examples from the exhibits and the candidate's own ideas and examples; the essay lacks analysis.
COHERENCE AND ORGANIZATION: the extent to which the essay coherently organizes and presents ideas, concepts, and information and includes a conclusion that supports the claim and argument	<ul style="list-style-type: none"> The essay coherently organizes and presents ideas, concepts, and information to enhance the claim and argument; the conclusion supports the claim and argument. 	<ul style="list-style-type: none"> The essay generally organizes and presents ideas, concepts, and information that support the claim and argument; the conclusion generally supports the claim and argument. 	<ul style="list-style-type: none"> The essay only partially organizes and presents ideas, concepts, and information that only partially support the claim and argument; the conclusion, if present, may only partially support the claim and argument. 	<ul style="list-style-type: none"> The essay's lack of organization prevents ideas, concepts, and information from supporting the claim and argument; the conclusion may not be present and/or may not support the claim and argument.

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STYLE AND CONTROL OF CONVENTIONS: the extent to which the essay uses formal style and language that demonstrates command of the conventions of standard English grammar, usage, punctuation, and spelling	<ul style="list-style-type: none"> The essay uses formal style and language and demonstrates strong, consistent command of standard English writing conventions, including grammar, usage, capitalization, punctuation, and spelling; errors, if present, do not disrupt readability. 	<ul style="list-style-type: none"> The essay generally uses formal style and language and demonstrates a satisfactory command of standard English writing conventions, including grammar, usage, capitalization, punctuation, and spelling; some errors may disrupt readability. 	<ul style="list-style-type: none"> The essay may only partially use formal style and language and/or demonstrates a limited command of standard English writing conventions, including grammar, usage, capitalization, punctuation, and spelling; errors interfere with readability. 	<ul style="list-style-type: none"> The essay may lack formal style and language and/or demonstrates little or no command of standard English writing conventions; frequent errors make the writing difficult to understand.
UNSCORABLE	The essay is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
BLANK	The written essay is blank.			