

# **Next Generation NY ELA Rehearsal<sup>®</sup> Plus Instruction**

**Scoring Rubrics  
Grades 3–8  
and Standards  
Distribution**



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# Breakdown of Standards by Test Session

## Grade 3 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	35–39	90–100%	Thorough
3	25–34	65–89%	Satisfactory
2	16–24	40–64%	Limited
1	0–15	0–39%	Minimal

## Grade 3: Instruction

Question	3R1	3R2	3R3	3R4	3R5	3R6	3R7	3R8	3R9
1		3R2							
2			3R3						
3								3R8	
4								3R8	
5				3R4					
6							3R7		
7			3R3						
8				3R4					
9		3R2							
10	3R1								
11							3R7		
12	3R1								
13								3R8	
14				3R4					
15			3R3						
16						3R6			
17								3R8	
18	3R1								
19				3R4					
20				3R4					
21				3R4					
22			3R3						
23							3R7		
24									3R9
25	3R1								
26			3R3						
27	3R1								
28				3R4					
29		3R2							
30							3R7		
<b>Total Points</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>

**Grade 3: Test 1, Session 1**

Question	3R1	3R2	3R3	3R4	3R5	3R6	3R7	3R8	3R9
1								3R8	
2		3R2							
3		3R2							
4							3R7		
5				3R4					
6						3R6			
7		3R2							
8	3R1								
9	3R1								
10				3R4					
11				3R4					
12					3R5				
13					3R5				
14	3R1								
15				3R4					
16			3R3						
17	3R1								
18	3R1								
19				3R4					
20	3R1								
21			3R3						
22					3R5				
23				3R4					
24 (2pt)			3R3						
25 (2pt)							3R7		
<b>Total Points</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Grade 3: Test 1, Session 2**

Question	3R1	3R2	3R3	3R4	3R5	3R6	3R7	3R8	3R9
1			3R3						
2				3R4					
3			3R3						
4							3R7		
5	3R1								
6		3R2							
7 (2pt)					3R5				
8 (2pt)				3R4					
9 (2pt)								3R8	
<b>Total Points</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>

**Grade 3: Test 2, Session 1**

Question	3R1	3R2	3R3	3R4	3R5	3R6	3R7	3R8	3R9
1						3R6			
2	3R1								
3				3R4					
4	3R1								
5	3R1								
6							3R7		
7	3R1								
8	3R1								
9				3R4					
10						3R6			
11			3R3						
12							3R7		
13			3R3						
14	3R1								
15				3R4					
16								3R8	
17				3R4					
18	3R1								
19					3R5				
20				3R4					
21	3R1								
22			3R3						
23	3R1								
24 (2pt)					3R5				
25 (2pt)			3R3						
<b>Total Points</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>

**Grade 3: Test 2, Session 2**

Question	3R1	3R2	3R3	3R4	3R5	3R6	3R7	3R8	3R9
1	3R1								
2					3R5				
3								3R8	
4	3R1								
5				3R4					
6	3R1								
7 (2pt)				3R4					
8 (2pt)			3R3						
9 (2pt)						3R6			
<b>Total Points</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>

## Grade 4 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	39–43	90–100%	Thorough
3	28–38	65–89%	Satisfactory
2	17–27	40–64%	Limited
1	0–16	0–39%	Minimal

## Grade 4: Instruction

Question	4R1	4R2	4R3	4R4	4R5	4R6	4R7	4R8	4R9
1			4R3						
2	4R1								
3					4R5				
4							4R7		
5				4R4					
6 (2pt)					4R5				
7			4R3						
8		4R2							
9								4R8	
10					4R5				
11				4R4					
12 (2pt)		4R2							
13								4R8	
14			4R3						
15	4R1								
16			4R3						
17				4R4					
18 (2pt)								4R8	
19	4R1								
20	4R1								
21							4R7		
22				4R4					
23			4R3						
24 (2pt)						4R6			
25					4R5				
26				4R4					
27							4R7		
28			4R3						
29	4R1								
30 (2pt)						4R6			
<b>Total Points</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>

**Grade 4: Test 1, Session 1**

Question	4R1	4R2	4R3	4R4	4R5	4R6	4R7	4R8	4R9
1			4R3						
2	4R1								
3			4R3						
4				4R4					
5					4R5				
6					4R5				
7					4R5				
8		4R2							
9	4R1								
10				4R4					
11			4R3						
12	4R1								
13		4R2							
14				4R4					
15								4R8	
16	4R1								
17			4R3						
18			4R3						
19							4R7		
20				4R4					
21		4R2							
22	4R1								
23				4R4					
24 (2pt)			4R3						
25 (2pt)					4R5				
<b>Total Points</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>

**Grade 4: Test 1, Session 2**

Question	4R1	4R2	4R3	4R4	4R5	4R6	4R7	4R8	4R9
1						4R6			
2				4R4					
3							4R7		
4	4R1								
5		4R2							
6								4R8	
7 (2pt)			4R3						
8 (2pt)		4R2							
9 (2pt)						4R6			
10 (4pt)									4R9
<b>Total Points</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>4</b>



**Grade 4: Test 2, Session 1**

Question	4R1	4R2	4R3	4R4	4R5	4R6	4R7	4R8	4R9
1					4R5				
2			4R3						
3	4R1								
4		4R2							
5			4R3						
6									4R9
7					4R5				
8				4R4					
9				4R4					
10		4R2							
11					4R5				
12							4R7		
13	4R1								
14					4R5				
15				4R4					
16							4R7		
17	4R1								
18	4R1								
19				4R4					
20					4R5				
21	4R1								
22		4R2							
23	4R1								
24 (2pt)	4R1								
25 (2pt)					4R5				
<b>Total Points</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>

**Grade 4: Test 2, Session 2**

Question	4R1	4R2	4R3	4R4	4R5	4R6	4R7	4R8	4R9
1					4R5				
2	4R1								
3				4R4					
4	4R1								
5	4R1								
6						4R6			
7 (2pt)								4R8	
8 (2pt)			4R3						
9 (2pt)								4R8	
10 (4pt)									4R9
<b>Total Points</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>

## Grade 5 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	42-47	90-100%	Thorough
3	30-41	65-89%	Satisfactory
2	19-29	40-64%	Limited
1	0-18	0-39%	Minimal

## Grade 5: Instruction

Question	5R1	5R2	5R3	5R4	5R5	5R6	5R7	5R8	5R9
1		5R2							
2				5R4					
3				5R4					
4	5R1								
5			5R3						
6				5R4					
7		5R2							
8				5R4					
9				5R4					
10				5R4					
11					5R5				
12						5R6			
13		5R2							
14	5R1								
15				5R4					
16		5R2							
17	5R1								
18					5R5				
19	5R1								
20	5R1								
21				5R4					
22					5R5				
23								5R8	
24		5R2							
25	5R1								
26				5R4					
27			5R3						
28	5R1								
29					5R5				
30					5R5				
<b>Total Points</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>

**Grade 5: Test 1, Session 1**

Question	5R1	5R2	5R3	5R4	5R5	5R6	5R7	5R8	5R9
1			5R3						
2				5R4					
3		5R2							
4			5R3						
5			5R3						
6				5R4					
7	5R1								
8					5R5				
9				5R4					
10						5R6			
11		5R2							
12						5R6			
13				5R4					
14						5R6			
15	5R1								
16			5R3						
17			5R3						
18				5R4					
19	5R1								
20			5R3						
21	5R1								
22	5R1								
23			5R3						
24			5R3						
25	5R1								
26						5R6			
27 (2pt)							5R7		
28 (2pt)						5R6			
<b>Total Points</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>

**Grade 5: Test 1, Session 2**

Question	5R1	5R2	5R3	5R4	5R5	5R6	5R7	5R8	5R9
1	5R1								
2				5R4					
3			5R3						
4		5R2							
5	5R1								
6		5R2							
7				5R4					
8 (2pt)			5R3						
9 (2pt)		5R2							
10 (2pt)					5R5				
11 (4pt)									5R9
<b>Total Points</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Grade 5: Test 2, Session 1**

Question	5R1	5R2	5R3	5R4	5R5	5R6	5R7	5R8	5R9
1				5R4					
2						5R6			
3	5R1								
4	5R1								
5					5R5				
6				5R4					
7				5R4					
8			5R3						
9	5R1								
10			5R3						
11				5R4					
12	5R1								
13									5R9
14			5R3						
15			5R3						
16					5R5				
17		5R2							
18				5R4					
19			5R3						
20		5R2							
21			5R3						
22	5R1								
23			5R3						
24								5R8	
25		5R2							
26		5R2							
27 (2pt)						5R6			
28 (2pt)	5R1								
<b>Total Points</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>

**Grade 5: Test 2, Session 2**

Question	5R1	5R2	5R3	5R4	5R5	5R6	5R7	5R8	5R9
1								5R8	
2					5R5				
3				5R4					
4					5R5				
5		5R2							
6				5R4					
7	5R1								
8 (2pt)				5R4					
9 (2pt)								5R8	
10 (2pt)			5R3						
11 (4pt)									5R9
<b>Total Points</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>

## Grade 6 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	42-47	90-100%	Thorough
3	31-41	65-89%	Satisfactory
2	19-30	40-64%	Limited
1	0-18	0-39%	Minimal

## Grade 6: Instruction

Question	6R1	6R2	6R3	6R4	6R5	6R6	6R7	6R8	6R9
1					6R5				
2	6R1								
3				6R4					
4	6R1								
5					6R5				
6				6R4					
7	6R1								
8						6R6			
9					6R5				
10				6R4					
11		6R2							
12	6R1								
13				6R4					
14	6R1								
15						6R6			
16	6R1								
17				6R4					
18		6R2							
19				6R4					
20			6R3						
21	6R1								
22						6R6			
23				6R4					
24			6R3						
25				6R4					
26	6R1								
27		6R2							
28				6R4					
29					6R5				
30								6R8	
Total Points	8	3	2	9	4	3	0	1	0

**Grade 6: Test 1, Session 1**

Question	6R1	6R2	6R3	6R4	6R5	6R6	6R7	6R8	6R9
1				6R4					
2	6R1								
3	6R1								
4		6R2							
5								6R8	
6				6R4					
7							6R7		
8	6R1								
9	6R1								
10		6R2							
11				6R4					
12		6R2							
13					6R5				
14			6R3						
15				6R4					
16					6R5				
17			6R3						
18	6R1								
19								6R8	
20							6R7		
21						6R6			
22				6R4					
23		6R2							
24	6R1								
25	6R1								
26									6R9
27 (2pt)						6R6			
28 (2pt)			6R3						
<b>Total Points</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>

**Grade 6: Test 1, Session 2**

Question	6R1	6R2	6R3	6R4	6R5	6R6	6R7	6R8	6R9
1						6R6			
2	6R1								
3				6R4					
4				6R4					
5	6R1								
6				6R4					
7			6R3						
8 (2pt)				6R4					
9 (2pt)							6R7		
10 (2pt)			6R3						
11 (4pt)			6R3						
<b>Total Points</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>

**Grade 6: Test 2, Session 1**

Question	6R1	6R2	6R3	6R4	6R5	6R6	6R7	6R8	6R9
1				6R4					
2						6R6			
3						6R6			
4	6R1								
5	6R1								
6	6R1								
7							6R7		
8				6R4					
9	6R1								
10			6R3						
11	6R1								
12			6R3						
13			6R3						
14						6R6			
15						6R6			
16					6R5				
17				6R4					
18				6R4					
19				6R4					
20						6R6			
21							6R7		
22				6R4					
23		6R2							
24									6R9
25				6R4					
26	6R1								
27 (2pt)								6R8	
28 (2pt)	6R1								
<b>Total Points</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>1</b>

**Grade 6: Test 2, Session 2**

Question	6R1	6R2	6R3	6R4	6R5	6R6	6R7	6R8	6R9
1				6R4					
2		6R2							
3				6R4					
4	6R1								
5	6R1								
6								6R8	
7						6R6			
8 (2pt)								6R8	
9 (2pt)				6R4					
10 (2pt)		6R2							
11 (4pt)						6R6			
<b>Total Points</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>

## Grade 7 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	48-54	90-100%	Thorough
3	35-47	65-89%	Satisfactory
2	22-34	40-64%	Limited
1	0-21	0-39%	Minimal

## Grade 7: Instruction

Question	7R1	7R2	7R3	7R4	7R5	7R6	7R7	7R8	7R9
1					7R5				
2	7R1								
3	7R1								
4		7R2							
5			7R3						
6						7R6			
7				7R4					
8		7R2							
9				7R4					
10				7R4					
11				7R4					
12				7R4					
13			7R3						
14					7R5				
15	7R1								
16		7R2							
17	7R1								
18				7R4					
19	7R1								
20	7R1								
21								7R8	
22				7R4					
23			7R3						
24	7R1								
25				7R4					
26					7R5				
27	7R1								
28					7R5				
29	7R1								
30				7R4					
<b>Total Points</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>



**Grade 7: Test 1, Session 1**

Question	7R1	7R2	7R3	7R4	7R5	7R6	7R7	7R8	7R9
1			7R3						
2				7R4					
3	7R1								
4				7R4					
5	7R1								
6						7R6			
7	7R1								
8			7R3						
9	7R1								
10		7R2							
11	7R1								
12							7R7		
13				7R4					
14					7R5				
15			7R3						
16			7R3						
17	7R1								
18				7R4					
19	7R1								
20						7R6			
21	7R1								
22				7R4					
23					7R5				
24	7R1								
25						7R6			
26			7R3						
27 (2pt)							7R7		
28 (2pt)						7R6			
<b>Total Points</b>	<b>9</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>

**Grade 7: Test 1, Session 2**

Question	7R1	7R2	7R3	7R4	7R5	7R6	7R7	7R8	7R9
1				7R4					
2			7R3						
3			7R3						
4						7R6			
5				7R4					
6			7R3						
7			7R3						
8				7R4					
9	7R1								
10			7R3						
11					7R5				
12	7R1								
13					7R5				
14				7R4					
15 (2pt)	7R1								
16 (2pt)			7R3						
17 (2pt)						7R6			
18 (4pt)									7R9
<b>Total Points</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Grade 7: Test 2, Session 1**

Question	7R1	7R2	7R3	7R4	7R5	7R6	7R7	7R8	7R9
1			7R3						
2	7R1								
3		7R2							
4				7R4					
5			7R3						
6						7R6			
7	7R1								
8	7R1								
9			7R3						
10						7R6			
11	7R1								
12		7R2							
13				7R4					
14					7R5				
15			7R3						
16				7R4					
17						7R6			
18			7R3						
19								7R8	
20				7R4					
21	7R1								
22	7R1								
23			7R3						
24			7R3						
25		7R2							
26					7R5				
27 (2pt)					7R5				
28 (2pt)	7R1								
<b>Total Points</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>

**Grade 7: Test 2, Session 2**

Question	7R1	7R2	7R3	7R4	7R5	7R6	7R7	7R8	7R9
1							7R7		
2			7R3						
3					7R5				
4				7R4					
5		7R2							
6				7R4					
7						7R6			
8	7R1								
9			7R3						
10						7R6			
11				7R4					
12	7R1								
13			7R3						
14				7R4					
15 (2pt)						7R6			
16 (2pt)	7R1								
17 (2pt)			7R3						
18 (4pt)									7R9
<b>Total Points</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>

## Grade 8 Criteria for Success

Based, in part, on Informal Reading Inventory (IRI) criteria.

Level	Score (pts)	Score (%)	Understanding
4	49–54	90–100%	Thorough
3	35–48	65–89%	Satisfactory
2	22–34	40–64%	Limited
1	0–21	0–39%	Minimal

## Grade 8: Instruction

Question	8R1	8R2	8R3	8R4	8R5	8R6	8R7	8R8	8R9
1					8R5				
2	8R1								
3			8R3						
4	8R1								
5		8R2							
6			8R3						
7				8R4					
8		8R2							
9				8R4					
10			8R3						
11	8R1								
12			8R3						
13		8R2							
14	8R1								
15				8R4					
16						8R6			
17				8R4					
18	8R1								
19	8R1								
20			8R3						
21	8R1								
22								8R8	
23		8R2							
24								8R8	
25	8R1								
26				8R4					
27					8R5				
28			8R3						
29						8R6			
30	8R1								
<b>Total Points</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>

**Grade 8: Test 1, Session 1**

Question	8R1	8R2	8R3	8R4	8R5	8R6	8R7	8R8	8R9
1				8R4					
2	8R1								
3	8R1								
4	8R1								
5									8R9
6		8R2							
7				8R4					
8					8R5				
9	8R1								
10	8R1								
11	8R1								
12					8R5				
13								8R8	
14				8R4					
15			8R3						
16								8R8	
17			8R3						
18				8R4					
19					8R5				
20	8R1								
21	8R1								
22	8R1								
23				8R4					
24						8R6			
25					8R5				
26	8R1								
27 (2pt)	8R1								
28 (2pt)		8R2							
<b>Total Points</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Grade 8: Test 1, Session 2**

Question	8R1	8R2	8R3	8R4	8R5	8R6	8R7	8R8	8R9
1				8R4					
2				8R4					
3			8R3						
4						8R6			
5				8R4					
6								8R8	
7	8R1								
8			8R3						
9	8R1								
10					8R5				
11	8R1								
12				8R4					
13		8R2							
14	8R1								
15 (2pt)			8R3						
16 (2pt)	8R1								
17 (2pt)		8R2							
18 (4pt)									8R9
<b>Total Points</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4</b>

**Grade 8: Test 2, Session 1**

Question	8R1	8R2	8R3	8R4	8R5	8R6	8R7	8R8	8R9
1									8R9
2			8R3						
3				8R4					
4					8R5				
5				8R4					
6					8R5				
7	8R1								
8	8R1								
9	8R1								
10		8R2							
11						8R6			
12				8R4					
13		8R2							
14				8R4					
15	8R1								
16	8R1								
17			8R3						
18		8R2							
19			8R3						
20					8R5				
21				8R4					
22				8R4					
23						8R6			
24		8R2							
25	8R1								
26				8R4					
27 (2pt)						8R6			
28 (2pt)	8R1								
<b>Total Points</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Grade 8: Test 2, Session 2**

Question	8R1	8R2	8R3	8R4	8R5	8R6	8R7	8R8	8R9
1							8R7		
2	8R1								
3				8R4					
4					8R5				
5				8R4					
6	8R1								
7					8R5				
8	8R1								
9	8R1								
10	8R1								
11					8R5				
12		8R2							
13				8R4					
14							8R7		
15 (2pt)			8R3						
16 (2pt)		8R2							
17 (2pt)			8R3						
18 (4pt)									8R9
<b>Total Points</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>

# Scoring Rubrics

## Two-Credit Constructed-Response Rubric

Two-credit constructed-response questions will ask students to make a claim, take a position, or draw a conclusion, and then support it with details. As such, the 2-Credit Constructed-Response Rubric focuses on both the inference and evidence a student provides. This structure allows students to have wide latitude in responding to each prompt so long as their response is supported by the text.

Additionally, the expectation for all two-credit responses will be complete, coherent sentences. By weaving these elements together, the questions, responses, and scores remain firmly focused on student reading ability.

Score	Response Features
<b>2 Point</b>	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> <li>• Valid inferences and/or claims from the text where required by the prompt</li> <li>• Evidence of analysis of the text where required by the prompt</li> <li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>• Complete sentences where errors do not impact readability</li> </ul>
<b>1 Point</b>	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> <li>• A mostly literal recounting of events or details from the text as required by the prompt</li> <li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Incomplete sentences or bullets</li> </ul>
<b>0 Point</b>	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

• If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

## Four-Credit Constructed-Response Rubric

One must be able to write for a purpose using information from textual sources. Four-credit constructed-response questions on the 2023 English Language Arts Tests will ask students to analyze texts and address meaningful questions using strategic, textual details. Scores for four-credit constructed-response questions will be based on four overarching criteria:

- **Content and Analysis**—the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts
- **Command of Evidence**—the extent to which the essay presents evidence from the provided texts to support analysis and reflection
- **Coherence, Organization, and Style**—the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
- **Control of Conventions**—the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

These four characteristics combined make up the focus of the four-credit constructed-response tasks, *Writing from Sources*. Whether in response to an individual text or a paired selection, a student will be asked to synthesize, evaluate, and provide evidence for their thinking in a coherent and legible manner.

## New York State Grades 4–5 Writing Evaluation Rubric

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<b>Criteria</b>	CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)
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<b>NGLS</b>	W.2 R.1–9
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<b>Score of 4</b>	Essays at this level: <ul style="list-style-type: none"><li>• clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</li><li>• demonstrate insightful analysis of the text(s)</li></ul>
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<b>Score of 3</b>	Essays at this level: <ul style="list-style-type: none"><li>• clearly introduce a topic in a manner that follows from the task and purpose</li><li>• demonstrate grade-appropriate analysis of the text(s)</li></ul>
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<b>Score of 2</b>	Essays at this level: <ul style="list-style-type: none"><li>• introduce a topic in a manner that follows generally from the task and purpose</li><li>• demonstrate a literal comprehension of the text(s)</li></ul>
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<b>Score of 1</b>	Essays at this level: <ul style="list-style-type: none"><li>• introduce a topic in a manner that does not logically follow from the task and purpose</li><li>• demonstrate little understanding of the text(s)</li></ul>
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<b>Score of 0</b>	Essays at this level: <ul style="list-style-type: none"><li>• demonstrate a lack of comprehension of the text(s) or task</li></ul>
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## New York State Grades 4–5 Writing Evaluation Rubric (continued)

<b>Criteria</b>	<p><b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection</p>
<b>NGLS</b>	<p>W.2 R.1–8</p>
<b>Score of 4</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>• sustain the use of varied, relevant evidence</li> </ul>
<b>Score of 3</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>• sustain the use of relevant evidence, with some lack of variety</li> </ul>
<b>Score of 2</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>• use relevant evidence with inconsistency</li> </ul>
<b>Score of 1</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>
<b>Score of 0</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• provide no evidence or provide evidence that is completely irrelevant</li> </ul>

## New York State Grades 4–5 Writing Evaluation Rubric (continued)

<b>Criteria</b>	COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
<b>NGLS</b>	W.2, L.3, L.6
<b>Score of 4</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>• establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>• provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</li> </ul>
<b>Score of 3</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit clear organization, with the use of appropriate transitions to create a unified whole</li> <li>• establish and maintain a formal style using precise language and domain-specific vocabulary</li> <li>• provide a concluding statement or section that follows from the topic and information presented</li> </ul>
<b>Score of 2</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit some attempt at organization, with inconsistent use of transitions</li> <li>• establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>• provide a concluding statement or section that follows generally from the topic and information presented</li> </ul>
<b>Score of 1</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>• lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>• provide a concluding statement or section that is illogical or unrelated to the topic and information presented</li> </ul>
<b>Score of 0</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit no evidence of organization</li> <li>• use language that is predominantly incoherent or copied directly from the text(s)</li> <li>• do not provide a concluding statement or section</li> </ul>

## New York State Grades 4–5 Writing Evaluation Rubric (continued)

<b>Criteria</b>	CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
<b>NGLS</b>	W.2 L.1, L.2
<b>Score of 4</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate grade-appropriate command of conventions, with few errors</li> </ul>
<b>Score of 3</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>
<b>Score of 2</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>
<b>Score of 1</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>
<b>Score of 0</b>	Essays at this level: <ul style="list-style-type: none"> <li>are minimal, making assessment of conventions unreliable</li> </ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
  - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
  - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
  - A response totally copied from the text(s) with no original student writing should be scored a 0.
- \* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

## New York State Grades 6–8 Writing Evaluation Rubric

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<b>Criteria</b>	CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)
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<b>NGLS</b>	W.2 R.1–9
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<b>Score of 4</b>	Essays at this level: <ul style="list-style-type: none"><li>• clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</li><li>• demonstrate insightful analysis of the text(s)</li></ul>
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<b>Score of 3</b>	Essays at this level: <ul style="list-style-type: none"><li>• clearly introduce a topic in a manner that follows from the task and purpose</li><li>• demonstrate grade-appropriate analysis of the text(s)</li></ul>
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<b>Score of 2</b>	Essays at this level: <ul style="list-style-type: none"><li>• introduce a topic in a manner that follows generally from the task and purpose</li><li>• demonstrate a literal comprehension of the text(s)</li></ul>
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<b>Score of 1</b>	Essays at this level: <ul style="list-style-type: none"><li>• introduce a topic in a manner that does not logically follow from the task and purpose</li><li>• demonstrate little understanding of the text(s)</li></ul>
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<b>Score of 0</b>	Essays at this level: <ul style="list-style-type: none"><li>• demonstrate a lack of comprehension of the text(s) or task</li></ul>
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## New York State Grades 6–8 Writing Evaluation Rubric (continued)

<b>Criteria</b>	<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection
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<b>NGLS</b>	W.2 R.1–8
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<b>Score of 4</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>• sustain the use of varied, relevant evidence</li> </ul>
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<b>Score of 3</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>• sustain the use of relevant evidence, with some lack of variety</li> </ul>
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<b>Score of 2</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>• use relevant evidence with inconsistency</li> </ul>
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<b>Score of 1</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>
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<b>Score of 0</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• provide no evidence or provide evidence that is completely irrelevant</li> </ul>
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## New York State Grades 6–8 Writing Evaluation Rubric (continued)

<b>Criteria</b>	COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
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<b>NGLS</b>	W.2, L.3, L.6
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<b>Score of 4</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>• establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>• provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</li> </ul>
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<b>Score of 3</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit clear organization, with the use of appropriate transitions to create a unified whole</li> <li>• establish and maintain a formal style using precise language and domain-specific vocabulary</li> <li>• provide a concluding statement or section that follows from the topic and information presented</li> </ul>
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<b>Score of 2</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit some attempt at organization, with inconsistent use of transitions</li> <li>• establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>• provide a concluding statement or section that follows generally from the topic and information presented</li> </ul>
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<b>Score of 1</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>• lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>• provide a concluding statement or section that is illogical or unrelated to the topic and information presented</li> </ul>
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<b>Score of 0</b>	<p>Essays at this level:</p> <ul style="list-style-type: none"> <li>• exhibit no evidence of organization</li> <li>• use language that is predominantly incoherent or copied directly from the text(s)</li> <li>• do not provide a concluding statement or section</li> </ul>
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## New York State Grades 6–8 Writing Evaluation Rubric (continued)

<b>Criteria</b>	CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
<b>NGLS</b>	W.2 L.1, L.2
<b>Score of 4</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate grade-appropriate command of conventions, with few errors</li> </ul>
<b>Score of 3</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>
<b>Score of 2</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>
<b>Score of 1</b>	Essays at this level: <ul style="list-style-type: none"> <li>demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>
<b>Score of 0</b>	Essays at this level: <ul style="list-style-type: none"> <li>are minimal, making assessment of conventions unreliable</li> </ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
  - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
  - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
  - A response totally copied from the text(s) with no original student writing should be scored a 0.
- \* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

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