

## Writing Rubric

	<b>Exceptional 10</b>	<b>Skilled 9</b>	<b>Proficient 8.5</b>	<b>Satisfactory 8</b>	<b>Developing 7.5</b>	<b>Area of Concern 6.5</b>	<b>Inadequate 5</b>
<b>MEANING</b> • the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-demonstrates a sophisticated understanding of the task and any related texts; shows excellent depth in handling the prompt; makes insightful connections between points and with relevant texts; expresses original, compelling, and suggestive ideas	-demonstrates a good understanding of the task and any related texts; shows depth in handling the prompt; makes insightful connections between points and with relevant texts; frequently expresses original, compelling, and suggestive ideas	-demonstrates a sound understanding of the task and any related texts; shows some depth in handling the prompt; makes good, and sometimes insightful, connections between points and with relevant texts; expresses sound ideas that are sometimes compelling or suggestive	-demonstrates an understanding of the task and any related texts; occasionally shows some depth in handling the prompt; attempts to make connections between points and with relevant texts with varying degrees of success; expresses ideas that are generally logical, but rarely compelling or suggestive	-demonstrates a basic understanding of the task and any related texts; shows little depth in handling the prompt; may suggest connections between points and with relevant texts; expresses ideas that are sometimes logical	-demonstrates an emerging but incomplete understanding of the task and any related texts; handles the prompt with varying degrees of accuracy; shows little or no attempt to make connections between points and with relevant texts; ideas are sometimes confused or incomplete	-demonstrates no understanding of the task or related texts; does not accurately handle the prompt; makes no connection between points and with relevant texts; ideas are confused or incomplete
<b>DEVELOPMENT</b> • the extent to which the response exhibits direction, shape, and coherence	-ideas are clearly and thoroughly developed with obvious purpose; uses relevant, appropriate details and examples without generalizing or summarizing; uses effective references and/or quotations with insightful commentary; conclusion is a natural and sophisticated extension of ideas and purpose; length is ideal to subject	-ideas are clearly and thoroughly developed with obvious purpose; uses relevant, appropriate details and examples, rarely generalizing or summarizing; uses effective references and/or quotations with commentary; conclusion is a natural extension of ideas and purpose; length is appropriate to subject	-ideas are, for the most part, clearly and thoroughly developed with purpose; uses appropriate details and examples but occasionally generalizes or summarizes; uses generally effective references and/or quotations with commentary; conclusion serves, to some extent, as an extension of ideas and purpose; length is appropriate to subject	-ideas are sometimes developed with a sense of purpose; uses some details and examples, relying on generalizing and summary as well; uses some references with effectiveness; infrequently uses quotations or commentary; conclusion is somewhat formulaic and vague; length may not be a factor of content or subject	-ideas are somewhat developed with only a sense of purpose; uses some details and examples but relies too much on generalizing and summary; uses some references with emerging effectiveness; may have no quotations or commentary; conclusion is formulaic and vague; length is not a factor of content or subject	-ideas are underdeveloped perhaps without even a sense of purpose; uses few if any details or examples but relying almost exclusively on generalizing and summary; uses some references with emerging effectiveness; may have no quotations or commentary; conclusion is formulaic and vague	-ideas and purpose are missing or irrelevant to the assignment; paper is comprised nearly exclusively of generalization and summary; these papers use no references, quotations, or commentary; conclusion is little more than repetition of earlier statements
<b>ORGANIZATION</b> • the extent to which the response exhibits direction, shape, and coherence	-maintains a clear and consistent focus and/or point of view; exhibits a logical and effective shape with a clear sense of beginning, middle, and end; uses sophisticated transitions; syntax reflects purpose and sophistication; sequences of thought are coherent and supportive of purpose	-maintains a clear and consistent focus and/or point of view; exhibits a logical and effective shape with a clear sense of beginning, middle, and end; uses effective transitions; syntax is accurate and reflects purpose; sequences of thought are coherent and supportive of purpose	-maintains a focus and/or point of view that are generally clear and consistent; exhibits a somewhat logical and effective shape with a sense of beginning, middle, and end; uses appropriate transitions; syntax is largely accurate and reflects some degree of purpose and sophistication; sequences of thought are generally coherent and supportive of purpose	-maintains a focus and/or point of view that are sometimes clear or consistent; exhibits a shape that generally suggests a sense of beginning, middle, and end; transitions are often simple; syntax is generally accurate, but reflects little connection to purpose; sequences of thought are somewhat coherent and supportive of purpose	-maintains a focus and/or point of view that are not always clear or consistent; exhibits a somewhat inconsistent shape with a sometimes vague sense of beginning, middle, and end; transitions are often simple or missing; syntax is generally accurate, but reflects little connection to purpose; sequences of thought are inconsistently coherent and supportive of purpose	-tries, but fails to maintain a focus and/or point of view that is clear or consistent; exhibits no discernible shape or a sense of beginning, middle, and end; transitions, if present, are simple; syntax is sometimes accurate, but reflects no connection to purpose; sequences of thought are frequently incoherent or supportive of purpose	-lacks an appropriate focus but suggests some organization, or suggests a focus but lacks organization
<b>LANGUAGE</b> • the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -varies structure and length of sentences to enhance meaning	-shows evidence of stylistic sophistication, using language that is generally precise and engaging, with a sense of voice and awareness of audience and purpose -occasionally varies structure and length of sentences to enhance meaning	-uses language that is fluent and original, with evident awareness of audience and purpose -varies structure and length of sentences to control rhythm and pacing	-uses appropriate language, with some awareness of audience and purpose -occasionally makes effective use of sentence structure or length	-doesn't consistently use language that demonstrates an awareness of audience and purpose -exhibits some attempt to vary sentence structure or length for effect, but with uneven success	-relies on basic vocabulary, with little awareness of audience or purpose -rarely makes effective use of sentence structure or length	-uses language that is imprecise or unsuitable for the audience or purpose -reveals little awareness of how to use sentences to achieve an effect
<b>CONVENTIONS</b> • the extent to which the response adheres to the rules of standard written English	-demonstrates control of the conventions with essentially no errors, even with sophisticated language	-demonstrates control of the conventions with very few errors, even with sophisticated language	-demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrates some control, exhibiting occasional errors that do not hinder comprehension	-demonstrates partial control, exhibiting errors that sometimes hinder comprehension	-demonstrates emerging control, exhibiting errors that often hinder comprehension	-demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult