

## English II and English III Writing Rubric

### Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

| Score | Ideas and Development 30%   |
|-------|---|
| 4     | <ul style="list-style-type: none"> <li>• The content is well suited for the audience, purpose, and mode</li> <li>• The main idea or thesis is clear</li> <li>• Ideas are fully developed and elaborated using details, examples, reasons, or evidence</li> <li>• The writer expresses an insightful perspective towards the topic</li> </ul>  |
| 3     | <ul style="list-style-type: none"> <li>• The content is adequate for the audience, purpose, and mode</li> <li>• The main idea is evident but may lack clarity</li> <li>• Ideas are developed using some details, examples, reasons, and/or evidence</li> <li>• The writer sustains his/her perspective toward the topic throughout most of the composition</li> </ul>   |
| 2     | <ul style="list-style-type: none"> <li>• The content is inconsistent with the audience, purpose, and mode</li> <li>• The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea</li> <li>• Ideas are minimally developed with few details</li> <li>• May simply be a list of ideas</li> <li>• The writer has difficulty expressing his/her perspective toward the topic</li> </ul> |
| 1     | <ul style="list-style-type: none"> <li>• The content is irrelevant to the audience, purpose, and mode</li> <li>• The composition lacks a central idea</li> <li>• Ideas lack development or may be repetitive</li> <li>• The writer has little or no perspective on the topic</li> </ul>   |

| Score | Organization, Unity, and Coherence 25%   |
|-------|--|
| 4     | <ul style="list-style-type: none"> <li>• Introduction engages the reader</li> <li>• Sustained or consistent focus on the topic</li> <li>• Logical and appropriate sequencing and balanced with smooth, effective transitions</li> <li>• Order and structure are strong and move the reader through the text</li> <li>• Conclusion is satisfying</li> </ul> |
| 3     | <ul style="list-style-type: none"> <li>• Evident introduction to the topic</li> <li>• Adequate focus</li> <li>• Adequate sequencing</li> <li>• Stays on topic with little digression</li> <li>• Uses limited but effective transitions</li> <li>• Order and structure are present</li> <li>• Conclusion is appropriate</li> </ul>                          |

|   |  |
|---|--|
| 2 | <ul style="list-style-type: none"> <li>• May lack a clear organizational structure</li> <li>• Weak evidence of unity</li> <li>• Little or limited sequencing and/or transitions</li> <li>• Details may be randomly placed</li> </ul> |
| 1 | <ul style="list-style-type: none"> <li>• Lacks logical direction</li> <li>• No evidence of organizational structure</li> </ul>   |

| Score | Word Choice 15%  |
|-------|--|
| 4     | <ul style="list-style-type: none"> <li>• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way</li> <li>• The writing may be characterized by, but not limited to <ul style="list-style-type: none"> <li>Lively verbs</li> <li>Vivid nouns</li> <li>Imaginative adjectives</li> <li>Figurative language</li> <li>Dialogue</li> </ul> </li> <li>• No vague, overused, repetitive language is used (a lot, great, very, really)</li> <li>• Words that evoke strong images such as sensory language</li> <li>• Ordinary words used in an unusual way</li> </ul> |
| 3     | <ul style="list-style-type: none"> <li>• Words generally convey the intended message</li> <li>• The writer uses a variety of words that are appropriate but do not necessarily energize the writing</li> <li>• The writing may be characterized by <ul style="list-style-type: none"> <li>Attempts at figurative language and dialogue</li> <li>Some use of lively verbs, vivid nouns, and imaginative adjectives</li> <li>Few vague, overused, and repetitive words are used</li> </ul> </li> </ul>   |
| 2     | <ul style="list-style-type: none"> <li>• Word choice lacks precision and variety or may be inappropriate to the audience and purpose</li> <li>• May be simplistic and/or vague</li> <li>• Relies on overused or vague language (a lot, great, very, really)</li> <li>• Few attempts at figurative language and dialogue</li> <li>• Word choice is unimaginative and colorless with images that are unclear or absent</li> </ul>  |
| 1     | <ul style="list-style-type: none"> <li>• Word choice indicates an extremely limited or inaccurate vocabulary</li> <li>• No attempts at figurative language</li> <li>• General, vague words that fail to communicate meaning</li> <li>• Text may be too short to demonstrate variety</li> </ul>   |

| Score | Sentences and Paragraphs 15%  |
|-------|---|
| 4     | <ul style="list-style-type: none"> <li>• Writing clearly demonstrates appropriate sentence structure</li> <li>• Writing has few or no run-on or fragment errors</li> <li>• Writing has a rich variety of sentence structure, types, and lengths</li> <li>• Ideas are organized into paragraphs that blend into larger text</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Evidence of appropriate paragraphing</li> </ul>  |
| 3 | <ul style="list-style-type: none"> <li>Writing adequately demonstrates appropriate sentence structure</li> <li>Writing may contain a small number of run-on or fragment errors that do not interfere with fluency</li> <li>Writing has adequate variety of sentence structure</li> <li>Ideas are organized into paragraphs</li> </ul> |
| 2 | <ul style="list-style-type: none"> <li>Writing demonstrates lack of control in sentence structure</li> <li>Writing contains errors such as run-ons and fragments that interfere with fluency</li> <li>Writing has limited variety of sentence structure</li> <li>Writing may show little or no attempt at paragraphing</li> </ul>     |
| 1 | <ul style="list-style-type: none"> <li>Inappropriate sentence structure</li> <li>Many errors in structure (run-ons, fragments)</li> <li>No variety in structure</li> <li>No attempt at paragraphing</li> </ul>  |

| Score | Grammar, Usage, and Mechanics 15%  |
|-------|--|
| 4     | <ul style="list-style-type: none"> <li>The writer demonstrates appropriate use of correct<br/>Spelling<br/>Punctuation<br/>Capitalization<br/>Grammar<br/>Usage</li> <li>Errors are minor and do not affect readability</li> </ul>                         |
| 3     | <ul style="list-style-type: none"> <li>The writer demonstrates adequate use of correct<br/>Spelling<br/>Punctuation<br/>Capitalization<br/>Grammar<br/>Usage</li> <li>Errors may be more noticeable but do not significantly affect readability</li> </ul> |
| 2     | <ul style="list-style-type: none"> <li>The writer demonstrates minimal use of correct<br/>Spelling<br/>Punctuation<br/>Capitalization<br/>Grammar<br/>Usage</li> <li>Errors may be distracting and interfere with readability</li> </ul>                   |
| 1     | <ul style="list-style-type: none"> <li>The writer demonstrates very limited use of correct<br/>Spelling<br/>Punctuation<br/>Capitalization<br/>Grammar<br/>Usage</li> <li>Errors are numerous and severely impede readability</li> </ul>                   |