

OCCT End-of-Instruction English II & 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 a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
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
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>

OCCT End-of-Instruction English II & III Writing Rubric

**Analytic Scores (continued)**

Score	Word Choice
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>

**Analytic Scores (continued)**

Score	Sentences and Paragraphs
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><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>

**Analytic Scores (continued)**

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"> <li>• The writer demonstrates appropriate use of correct                             <ul style="list-style-type: none"> <li>– Spelling</li> <li>– Punctuation</li> <li>– Capitalization</li> <li>– Grammar</li> <li>– Usage</li> </ul> </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                             <ul style="list-style-type: none"> <li>– Spelling</li> <li>– Punctuation</li> <li>– Capitalization</li> <li>– Grammar</li> <li>– Usage</li> </ul> </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                             <ul style="list-style-type: none"> <li>– Spelling</li> <li>– Punctuation</li> <li>– Capitalization</li> <li>– Grammar</li> <li>– Usage</li> </ul> </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                             <ul style="list-style-type: none"> <li>– Spelling</li> <li>– Punctuation</li> <li>– Capitalization</li> <li>– Grammar</li> <li>– Usage</li> </ul> </li> <li>• Errors are numerous and severely impede readability</li> </ul>