

Priority Academic Student Skills Standards (PASS)

Writing Rubric

	Persuasive/Argumentative	Expository	Narrative
Score	IDEAS AND DEVELOPMENT		
4	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (W.1.2, 1.6, 2.3.c) The writer addresses the prompt with a fully developed argument using relevant, compelling claim(s) and counterclaim(s), accurate text-based evidence, and logical reasoning. (W2.3.a, 2.3.c) The writer quotes and paraphrases evidence and documents sources as appropriate to style. (W2.2.e, 2.3.b, 2.5.d) Writer expresses an insightful perspective towards the topic. (W2.2.a) 	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (W1.2) Writer addresses the prompt with a clear and fully developed topic using relevant text-based facts, definitions, concrete details, quotations, or other examples. (W2.2.a, 2.2.b) The writer quotes and paraphrases evidence and documents sources as appropriate to style. (W2.2.b, 2.2.e) Topic is consistently sustained throughout the composition. (W2.2.a) 	<ul style="list-style-type: none"> The content is appropriate for audience and purpose. (W1.2) A real or imagined story or experience with a narrator and characters is fully developed using descriptive details. (W2.1.a, 2.1.b) A context and point of view are clearly defined. (W2.1.c, 2.1.d) Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (W2.1.a, 2.1.f)
3	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. The writer addresses the prompt with a partially developed argument using claim(s) and counterclaim(s), text-based evidence, and reasoning. The writer attempts to quote and paraphrase evidence. Writer sustains a perspective though most of the argument. 	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. Writer addresses the prompt. Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples. The writer attempts to quote and paraphrase evidence. Topic is sustained throughout the composition. 	<ul style="list-style-type: none"> The content is largely appropriate for audience and purpose. A real or imagined story or experience with a narrator or characters is adequately developed using some details. A context and point of view are present. Some narrative techniques such as dialogue and description are evident.
2	<ul style="list-style-type: none"> The content is limited for audience and purpose. The writer addresses the prompt with an insufficient argument with claim(s) and counterclaims (s), and limited use of text-based evidence, and reasoning. The writer does not attempt to quote or paraphrase evidence. Writer has difficulty expressing or sustaining a perspective. 	<ul style="list-style-type: none"> The content is limited for audience and purpose. Writer addresses the prompt. Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples. The writer does not attempt to quote or paraphrase evidence. Writer does not sustain the topic. 	<ul style="list-style-type: none"> The content is limited for audience and purpose. A real or imagined story or experience with a narrator or characters is minimally developed with few details. A context and point of view may not be clearly defined. Narrative techniques may be minimally used.
1	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. Writer's response to the prompt is not developed. Little evidence is elicited from the text. Writer has little or no perspective. 	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. Topic is unclear and is not developed. Little evidence is elicited from the text. 	<ul style="list-style-type: none"> The content is inappropriate for audience and purpose. A real or imagined story or situation is not developed. A context and point of view are missing. Narrative techniques are missing.

	Persuasive/Argumentative	Expository	Narrative
	ORGANIZATION, UNITY, AND COHERENCE		
Score 4	<ul style="list-style-type: none"> • Introduction presents a clear topic and establishes the argument. (W2.3.a) • Focus on content and structure is sustained. (W1.2,2.8.e) • Reasons and information that support the writer’s purpose are logically ordered. (W2.3.c, 2.8.e) • Transitions between ideas are coherent and link reasons. (W1.3) • A formal style is established and maintained. (W1.7, 2.6) • Conclusion is compelling and supports the opinion. (W2.3.b, 2.3.c, 2.8.e) 	<ul style="list-style-type: none"> • Introduction is engaging and presents a clear topic. (W2.2.a) • Text-based facts, details, and examples are presented in a well-executed progression. (W2.2.b) • Transitions are appropriate and clearly link ideas. (W1.3) • A formal style is established and maintained. (W1.7, 2.6) • Conclusion clearly flows from the information presented. (W2.8.e) 	<ul style="list-style-type: none"> • Introduction engages and orients the reader. (W1.2, 2.8.e) • Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (W2.1.a) • A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (W1.3, 2.1.d) • Conclusion naturally flows from narrated experiences and events. (W2.1.a, 2.8.e)
Score 3	<ul style="list-style-type: none"> • Introduction presents a topic and an argument. • Focus on content and structure is somewhat present. • Reasons and information that support the writer’s purpose are partially ordered. • Transitions support and link reasons. • A formal style is established but may be inconsistent. • Conclusion is satisfying and supports the argument. 	<ul style="list-style-type: none"> • Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • A formal style is established but may be inconsistent. • Conclusion is apparent and relates to the information presented. 	<ul style="list-style-type: none"> • Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings, and show relationships among experiences and events. • Conclusion follows from narrated experiences and events.
Score 2	<ul style="list-style-type: none"> • Introduction does not present a clear topic or argument. • A lack of focus on content and structure is evident. • Reasons and information that support the writer’s purpose are ordered in random progression. • Transitions are limited and do not link reasons. • A formal style may be attempted. • Conclusion is incomplete with little support for the argument. 	<ul style="list-style-type: none"> • Introduction is incomplete and topic is not clearly stated. • Some text-based facts, details, and examples are presented randomly. • Transitions are limited and fail to link ideas. • A formal style may be attempted. • Conclusion is incomplete with little support of the information presented. 	<ul style="list-style-type: none"> • Introduction may leave the reader with questions. • Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience. • Ineffective transitions are used. • Conclusion may be missing or irrelevant.
Score 1	<ul style="list-style-type: none"> • The content lacks logical direction. • No evidence of organizational structure is present. 	<ul style="list-style-type: none"> • The content lacks logical direction. • No evidence of organizational structure is present. 	<ul style="list-style-type: none"> • The content lacks logical direction. • No evidence of organizational structure is present.

All Modes Grades 5 and 8			
	WORD CHOICE	SENTENCES AND PARAGRAPHS	GRAMMAR, USAGE, AND MECHANICS
Score 4	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.W.2.3 and 8.W.1.4) Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.W.2.3 and 8.W.2.1.h) 	<ul style="list-style-type: none"> Rich variety of sentence structure, type, and length are demonstrated. (5.W.3.4.a and 8.W.1.4) Few, if any, fragments or run-ons are evident. (5.3.4.c and 8.W.3.3.a) Writer shows evidence of appropriate paragraphing. (5.W.1.4.a and 8.W.2.8.e) 	<ul style="list-style-type: none"> Writer effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.W.3.2 and 8.W.3.1) Errors are minor and do not affect readability. (5.W.3.1, 3.2; and 8.W.3.1, 3.2)
Score 3	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are demonstrated. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas. 	<ul style="list-style-type: none"> Variety of sentence structure, type, and length are demonstrated. Few fragments or run-ons are present. Writer shows some evidence of paragraphing 	<ul style="list-style-type: none"> Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors may be more noticeable but do not significantly affect readability.
Score 2	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are limited. Concrete words and phrase, sensory details, and domain-specific vocabulary are limited. 	<ul style="list-style-type: none"> Student uses limited variety of sentence structure, type, and length. Several fragments or run-ons are present. Writer shows little or no attempt at paragraphing. 	<ul style="list-style-type: none"> Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors may be distracting and interfere with readability.
Score 1	<ul style="list-style-type: none"> Figurative language, word relationships, and nuances in word meanings are not evident. Concrete words and phrases, sensory details, and domain-specific words are lacking. 	<ul style="list-style-type: none"> Student does not demonstrate clear sentence structure. Many fragments or run-ons are present. Writer shows little or no attempt at paragraphing. 	<ul style="list-style-type: none"> Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors are numerous and severely impede readability.

Composite Score

IDEAS AND DEVELOPMENT= 30%

ORGANIZATION, UNITY, AND COHERENCE= 25%

WORD CHOICE= 15%

SENTENCES AND PARAGRAPHS = 15%

GRAMMAR, USAGE, AND MECHANICS= 15%

A student's composite score on the Writing assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale, and the score is then rounded to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score).

Using the five analytic trait scores, a composite score is generated. The composite score is devised, in part, by weighting the analytic trait scores. The composite score is used to categorize a student's performance as Advanced, Proficient, Limited Knowledge, or Unsatisfactory.