*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.*

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| Score | **Ideas and Development** |
| 4 | * The content is well suited for the audience, task, and mode
* The focus is clear and maintained
* Ideas are fully developed and elaborated using details, examples, reasons, or evidence
* The writing expresses a clear, consistent perspective throughout the composition
 |
| 3 | * The content is adequate for the audience, task, and mode
* The focus is evident but may lack clarity
* Ideas are developed using some details, examples, reasons, and/or evidence
* The writing sustains the perspective throughout most of the composition
 |
| 2 | * The content is inconsistent with the audience, task, and mode
* The focus may be unclear or leaves the reader with questions and making inferences
* Ideas are minimally developed with few details
* May simply be a list of ideas
* The writing has difficulty expressing or maintaining a perspective
 |
| 1 | * The content is irrelevant to the audience, task, and mode
* The focus may be confusing or missing
* Ideas lack development or may be repetitive
* The writing lacks perspective
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| Score | **Organization, Unity and Coherence** |
| 4 | * Introduction engages the reader
* Sustained or consistent focus
* Logical and appropriate sequencing and balanced with smooth, effective transitions
* Order and structure are strong and move the reader through the text
* Conclusion is satisfying
 |
| 3 | * Evident introduction
* Adequate focus
* Adequate sequencing
* Stays on topic with little digression
* Uses limited but effective transitions
* Order and structure are present
* Conclusions is appropriate
 |
| 2 | * May lack clear organizational structure
* Weak evidence of unity
* Little or limited sequencing and/or transitions
* Details may be randomly placed
 |
| 1 | * Lacks logical direction
* No evidence of organizational structure
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| Score | **Word Choice** |
| 4 | * Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way
* The writing may be characterized by, but not limited to
	+ Lively Verbs
	+ Vivid Nouns
	+ Imaginative adjectives
	+ Figurative language
	+ Dialogue
* No vague, overused, repetitive language is used (a lot, greatly, very, really)
* Words that evoke strong images such as sensory language
* Ordinary words used in an unusual way
 |
| 3 | * Words generally convey the intended message
* The writing includes a variety of words that are appropriate but do not necessarily energize the writing
* The writing may be characterized by
	+ Attempts at figurative language
	+ Some use of lively verbs, vivid nouns and imaginative adjectives
	+ Few vague, overused, and repetitive words are used
 |
| 2 | * Word choice lacks precision and variety or may be inappropriate to the audience and purpose
* May be simplistic and/or vague
* Relies on overused or vague language (a lot, great, very, really)
* Few attempts at figurative language and dialogue
* Word choice is unimaginative and colorless with images that are unclear or absent
 |
| 1 | * Word choice indicates an extremely limited or inaccurate vocabulary
* No attempts at figurative language
* General, vague words that fail to communicate meaning
* Text may be too short to demonstrate variety
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| Score | **Sentences and Paragraphs** |
| 4 | * Writing clearly demonstrates appropriate sentence structure
* Writing has few or no run-on or fragment errors
* Writing has a rich variety of sentence structure, types, and lengths
* Ideas are organized into paragraphs that blend into larger text
* Writing shows evidence of appropriate paragraphing
 |
| 3 | * Writing adequately demonstrates appropriate sentence structure
* Writing may contain a small number of run on or fragment errors that do not interfere with fluency
* Writing has adequate variety of sentence structure
* Ideas are organized into paragraphs
 |
| 2 | * Writing demonstrates lack of control in sentence structure
* Writing contains errors such as run-ons and fragments that interfere with fluency
* Writing has limited variety of sentence structure
* Writing may show little or no attempt at paragraphing
 |
| 1 | * Writing demonstrates inappropriate sentence structure
* Writing contains many errors in structure (run-ons, fragments)
* Writing has no variety in structure
* Writing displays no attempt at paragraphing
* Text may be too short to demonstrate use of sentences or paragraphs
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| Score | **Grammar, Usage and Mechanics** |
| 4 | * The writing demonstrates appropriate use of correct
	+ Spelling
	+ Punctuation
	+ Capitalization
	+ Grammar
	+ Usage
* Errors are minor and do not affect readability
 |
| 3 | * The writing demonstrates adequate use of correct
	+ Spelling
	+ Punctuation
	+ Capitalization
	+ Grammar
	+ Usage
* Errors may be more noticeable but do not significantly affect readability
 |
| 2 | * The writing demonstrates limited use of correct
	+ Spelling
	+ Punctuation
	+ Capitalization
	+ Grammar
	+ Usage
* Errors may be distracting and interfere with readability
 |
| 1 | * The writing demonstrates minimal use of correct
	+ Spelling
	+ Punctuation
	+ Capitalization
	+ Grammar
	+ Usage
* Errors are numerous and severely impeded readability
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