*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 |