

WRITING RUBRIC	Score Point 1 1 pts Little or no control; minimal attempt	Score Point 2 2 pts Inconsistent control; the weaknesses outweigh the strengths	Score Point 3 3 pts Reasonable control; some strengths and some weaknesses	Score Point 4 4 pts Consistent, though not necessarily perfect, control: many strengths present
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Central Idea & Development	Score Point 1	Score Point 2	Score Point 3	Score Point 4
	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> <li>Minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> <li>If applicable, includes minimal or no evidence from the resource and/or evidence shows misunderstanding of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> <li>Evidence and ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> <li>If applicable, includes insufficient or no evidence from the resource OR only summarizes or paraphrases resource information.</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> <li>Evidence and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> <li>If applicable, includes sufficient and appropriate evidence from resource provided.</li> </ul>	<ul style="list-style-type: none"> <li>Sharply focused central idea</li> <li>Shows a complete understand of the task</li> <li>Evidence and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> <li>If applicable, includes ample, well-chosen evidence from the passage/chart/graph/diagram etc. to support central idea.</li> </ul>

Organization & Fluency	Score Point 1	Score Point 2	Score Point 3	Score Point 4
	<ul style="list-style-type: none"> <li>Random order</li> <li>Simple sentences and no sentence variety</li> <li>Construction makes the response difficult to read.</li> <li>If applicable, no beginning or ending.</li> <li>If applicable, lack of</li> </ul>	<ul style="list-style-type: none"> <li>Attempt at organization</li> <li>Digresses, repetition</li> <li>Little or no variety in sentence length and structure.</li> <li>Awkward sentences may affect the fluidity of the reading.</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition.</li> <li>Generally easy to follow because of variety in sentence length, structure, and beginnings.</li> <li>If applicable, has a beginning and an ending</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of planning and logical order allow reader to easily move through the composition.</li> <li>Fluid, very easy to follow, because of variety in sentence length, structure, and beginnings.</li> <li>If applicable, effective transitions</li> </ul>

**Organization & Fluency**

**Score Point 1**

- Random order
- Simple sentences and no sentence variety
- Construction makes the response difficult to read.
- If applicable, no beginning or ending.
- If applicable, lack of transitions makes it difficult for the reader to move through the response

**Score Point 2**

- Attempt at organization
- Digresses, repetition
- Little or no variety in sentence length and structure.
- Awkward sentences may affect the fluidity of the reading.
- If applicable, weak beginning and ending
- If applicable, may lack transitions

**Score Point 3**

- Logical order allows reader to move through the composition.
- Generally easy to follow because of variety in sentence length, structure, and beginnings.
- If applicable, has a beginning and an ending
- If applicable, includes transitions

**Score Point 4**

- Evidence of planning and logical order allow reader to easily move through the composition.
- Fluid, very easy to follow, because of variety in sentence length, structure, and beginnings.
- If applicable, effective transitions
- If applicable, Clear beginning, middle, and ending contribute to the sense of wholeness.

**Spelling, Grammar, and Punctuation**

**Score Point 1**

- The student response to the prompt demonstrates no command of the conventions of standard English.
- Frequent and varied errors

**Score Point 2**

- The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.

**Score Point 3**

- The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.

**Score Point 4**

- The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.