

## District Wide Writing Assessment Rubric

	Focus	Support	Organization	Process
6	<ul style="list-style-type: none"> <li>* Effective opening (may or may not include specific preview) which displays some sophistication through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies; may develop the Focus inductively</li> <li>* Clearly maintains logic throughout</li> <li>* Effective closing which unifies the writing</li> </ul>	<ul style="list-style-type: none"> <li>* All major points developed by specific detail</li> <li>* Most key points are developed evenly – to the same degree of specificity</li> <li>* Extensive development of Support through multiple strategies (e.g., explanation, evidence, and example)</li> <li>* Word choice enhances specificity</li> <li>* Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>* Structure is clear and appropriate to purpose</li> <li>* All points appropriately paragraphed</li> <li>* Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>* All points are logically presented and interrelated</li> <li>* Varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>* An extensive plan which prepares the student to write for the specified purpose</li> <li>* Writer made numerous changes to the draft by changing and/or adding details and descriptions to make the writing stronger</li> <li>* Writer worked on identifying and correcting editing errors. Minor or no errors were made in conventions</li> </ul>
5	<ul style="list-style-type: none"> <li>* Sets purpose through effective thematic introduction, a specific preview, or may attempt more sophisticated strategy; could be developed inductively</li> <li>* Clearly maintains logic throughout</li> <li>* Effective closing—more than a simple restatement of the introduction</li> </ul>	<ul style="list-style-type: none"> <li>* All major points are developed by specific detail; Support may not be even or balanced</li> <li>* Some Support developed through multiple strategies (e.g., explanation, evidence, and example)</li> <li>* Word choice enhances specificity</li> <li>* Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>* Structure is clear and appropriate to purpose</li> <li>* Most major points appropriately paragraphed</li> <li>* Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition, etc.)</li> <li>* Most points are logically presented and interrelated</li> <li>* Some varied sentence structure and word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>* A plan is evident and shows time spent brainstorming, organizing and jotting ideas that match the specified purpose</li> <li>* Writer’s revisions show adequate changes made to content and ideas in writing. Details were added to enhance writing</li> <li>* Writer worked on identifying and correcting editing errors. Few errors were made in conventions</li> </ul>
4	<ul style="list-style-type: none"> <li>* Subject/position (or issue) is identified by a general opening or a specific preview (No ‘launch’)</li> <li>* If previewed, composition develops only previewed points</li> <li>* Maintains logic/position throughout</li> <li>* Clear closing is evident (may be simple restatement of the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>* Most main points are developed by specific detail</li> <li>* All key points supported but not necessarily evenly or in depth</li> <li>* Word choice may enhance specificity</li> <li>* Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>* Structure is evident</li> <li>* Most major points appropriately paragraphed</li> <li>* Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices</li> <li>* May have minor digression</li> <li>* Most points logically presented and organized</li> </ul>	<ul style="list-style-type: none"> <li>* A plan is evident and matches the specified purpose, but may be incomplete</li> <li>* Student attempted to make changes to the writing; however, the changes were minimal and focused on editing rather than revising content</li> <li>* Writer attempted to identify and correct errors. Some errors were made in conventions</li> </ul>
3	<ul style="list-style-type: none"> <li>* Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the composition</li> <li>* If previewed, composition develops more or fewer points than previewed (over-promise or over-deliver)</li> <li>* Minor focus drift or lapses in logic (not really separate ideas—repetitious)</li> <li>* May lack closing</li> <li>* Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>* Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some Support may be general</li> <li>* Some Support of key points – but may lack depth</li> <li>* Lacks sufficiency to demonstrate developed Support</li> <li>* Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>* Structure is noticeable</li> <li>* Some appropriate paragraphing</li> <li>* May have a major digression</li> <li>* May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs)</li> <li>* Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>* Plan shows little use of brainstorming, organizing, or jotting ideas for this piece of writing</li> <li>* Few changes were made to piece following peer conference</li> <li>* Little attempt to identify and correct errors. Numerous errors in conventions. Errors make it hard to understand the meaning and/or message of the writing</li> </ul>

	<b>Focus</b>	<b>Support</b>	<b>Organization</b>	<b>Process</b>
<b>2</b>	<ul style="list-style-type: none"> <li>* Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere, or repeat prompt or a portion of it as the only focusing statement</li> <li>* Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions and redundancies)</li> <li>* Off-mode response that does NOT serve persuasive purpose</li> <li>* Multiple subjects/positions without a unifying umbrella statement</li> <li>* May be insufficient writing to determine that subject/issue can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>* Most Support is general or consists of repetition/redundancy</li> <li>* Simple list that may have some extensions</li> <li>* May be insufficient writing to determine that the Support can be maintained</li> <li>* No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>* Structure is attempted, but the reader must infer it</li> <li>* Limited evidence of appropriate paragraphing</li> <li>* Limited structure within paragraphs (e.g., little purposeful ordering of sentences)</li> <li>* Lacks appropriate persuasive structure</li> <li>* May have major lapses/digressions</li> <li>* May be insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>* Any efforts at planning are not connected to draft</li> <li>* Few and/or inappropriate changes were made to piece following peer conference</li> <li>* No attempt to identify and correct errors. Errors make it hard to understand the meaning and/or message of the writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>* Subject/position (or issue) unclear</li> <li>* Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>* Support may lack clarity</li> <li>* Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>* Little or no evidence of a plan</li> <li>* Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>* No evidence of brainstorming, organizing, or writing out ideas for this piece of writing</li> <li>* No changes were made to the piece following peer conference</li> <li>* No attempt to identify and correct errors. Much of the writing is unreadable</li> </ul>