| Language Conventions Rubric - Grades 5–8 | Extended Response Writing Applications Overview - Grades 5–12 | | WRITING APPLICATIONS OVERVIEW - Grades 5–12 | | | | |
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| Does the writing sample exhibit a good command of language skills? | Does the writing sample… | | Ideas and Content | Organization | Style | Voice | |
| **4 - Good!** In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction. • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments. | • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader? | **6 - Rare and Outstanding Writing** (thorough, insightful manner and has distinctive quality) | Does the writing sample fully accomplish the task ? Does it… • present a unifying theme or main idea without going off on tangents? • stay completely focused on topic and task? Does the writing sample include thorough, relevant, and complete ideas? Does it • include in-depth information and exceptional supporting details that are fully developed? • fully explore many facets of the topic? | Are the ideas in the writing sample organized logically? Does the writing… • present a meaningful, cohesive whole with a beginning, a middle, and an end? • progress in an order that enhances meaning? • include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text? | Does the writing sample exhibit exceptional word usage? Does it… • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of a challenging vocabulary? Does the writing sample demonstrate exceptional writing technique? • Is the writing exceptionally fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques? | Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it… • exhibit appropriate register to suit task? • demonstrate a strong sense of audience? • exhibit an original perspective ? | |
| **3 - Adequate** In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions. • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments. | • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader? | **5 - Solid Performance** fully accomplishes the task, but lacks the level of sophistication and consistency | Does the writing sample fully accomplish the task ? Does it… • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? Does the writing sample include many relevant ideas? Does it • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? | Are the ideas in the writing sample organized logically? Does the writing • present a meaningful, cohesive whole with a beginning, a middle, and an end? • progress in an order that enhances meaning of text? • include smooth transitions between sentences and paragraphs to enhance meaning of text? | Does the writing sample exhibit very good word usage? Does it • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? Does the writing sample demonstrate very good writing technique? • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques ? | Does the writing sample demonstrate effective adjustment of language and tone to task it… • exhibit appropriate register to suit task? • demonstrate a sense of audience? • exhibit an original perspective? | |
| **2 - Minimal** In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to understand most, if not all, of what the writer is trying to communicate. • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments. | • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader? | **4 - Good Performance** accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style | Does the writing sample accomplish the task ? Does it… • present a unifying theme or main idea? • stay mostly focused on topic and task? Does the writing sample include relevant ideas? Does it • include sufficient information and supporting details? • explore some facets of the topic? | Are the ideas in the writing sample organized logically? Does the writing… • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.) | Does the writing sample exhibit good word usage? Does it • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? Does the writing sample demonstrate good writing technique? • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (? | Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it… • generally exhibit appropriate register to suit task? • demonstrate some sense of audience? • attempt an original perspective? | |
| **1 - Less than Minimal** In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to understand the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to understand what the writer is attempting to communicate. • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments. | • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader? | **3 - Minimally Accomplishes the Task** elements of development, organization, and writing style are weak | Does the writing sample minimally accomplish the task ? Does it… • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? Does the writing sample include some relevant ideas? Does it • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? | Is there an attempt to logically organize ideas in the writing sample? Does the writing… • have a beginning, a middle, or an end that may be weak or absent? • demonstrate some control of vocabulary? Does the writing sample demonstrate an attempt to include transitions? | Does the writing sample exhibit ordinary word usage? Does it… • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? Does the writing sample demonstrate average writing technique? • Is the writing generally fluent? • Does it contain mostly simple sentences? • Is it generally ordinary and predictable? | Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it… • demonstrate a difficulty in establishing a register? • demonstrate little sense of audience? • generally lack an original perspective? | |
| | | **2 - Partially Accomplishes Task** difficulty maintaining a focus, too brief - more detail and support needed | Does the writing sample only partially accomplish the task ? Does it… • attempt a main idea? • sometimes lose focus or ineffectively display focus? Does the writing sample include few relevant ideas? Does it • include little information and few or no details? • explore only one or two facets of the topic? | Is there a minimal attempt to logically organize ideas in the writing sample? • Does the writing have only one or two of the three elements: beginning, middle, and end? • Is the writing sometimes difficult to follow? • Are transitions weak or absent? | Does the writing sample exhibit minimal word usage? Does it… • contain limited vocabulary? • demonstrate minimal control of vocabulary? Does the writing sample demonstrate minimal writing technique? • Does the writing exhibit some fluency? • Does it rely mostly on simple sentences? • Is it often repetitive, predictable, or dull? | Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it… • demonstrate use of a register inappropriate to the task? • demonstrate little or no sense of audience? • lack an original perspective? | |
| | | **1 - Fails to Accomplish Task** difficulty in areas of development, organization, and writing style - very brief or rambling and repetitive | Does the writing sample fail to accomplish the task ? Is it… • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? Does the writing sample include very few relevant ideas? • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt? | Are the ideas in the writing sample organized illogically? • Does it have only one or two of the three elements: beginning, middle, and end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent? | Does the writing sample exhibit less than minimal word usage? Does it… • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? Does the writing sample demonstrate less than minimal writing technique? Does it… • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless? | Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it… • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective? | |