

## Common Rubric for High School Writing Samples

### COMPOSING

	4	3	2	1
<b>ORGANIZATION AND UNITY</b>	<ul style="list-style-type: none"> <li>• Introduction with clear, focused thesis stating a well-defined position</li> <li>• Exhibits unity by following a logical organizational plan</li> <li>• Maintains a consistent point of view</li> <li>• Uses transitions effectively, connecting ideas within/across paragraphs</li> <li>• Effective conclusion provides a call to action or offers a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction with clear thesis and identified position</li> <li>• Exhibits some unity with an organizational plan and some minor digressions</li> <li>• Point of view may shift occasionally</li> <li>• Uses transitions, connecting ideas within/across paragraphs</li> <li>• Effective conclusion, may restate the problem and recommend a solution/call to action</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction may include a thesis with an unclear position</li> <li>• Exhibits inconsistent unity and a lack of organization due to major digressions</li> <li>• Shifts in point of view</li> <li>• Limited or inconsistent use of transitions within and across paragraphs</li> <li>• Conclusion merely restates the thesis, no solution or call to action</li> </ul>	<ul style="list-style-type: none"> <li>• No introduction and no thesis</li> <li>• Exhibits no unity due to a lack of an organizational plan and major digressions</li> <li>• No clear point of view</li> <li>• Absence of transitions connecting ideas</li> <li>• Does not include a call to action or a conclusion</li> </ul>
<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>• Contains precise, relevant evidence supporting purpose and intended audience</li> <li>• Complete explanation of how evidence and details support position</li> <li>• Details clarify and defend the writer's position; fully, clearly elaborates ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Contains adequate evidence supporting purpose and audience</li> <li>• Explanation of how evidence and details support position</li> <li>• Some details clarify and defend the writer's position, minor lapses in elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Contains limited evidence supporting purpose and audience</li> <li>• Limited explanation of how evidence and details support position</li> <li>• Few details clarify or defend the writer's position, major lapses in elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Contains little or no evidence supporting purpose and audience</li> <li>• No explanation of how evidence supports position</li> <li>• Little or no elaboration</li> </ul>

	4	3	2	1
<b>COUNTER-CLAIMS</b>	<ul style="list-style-type: none"> <li>Effectively distinguishes counterclaims and counterevidence from claims</li> </ul>	<ul style="list-style-type: none"> <li>Adequately distinguishes counterclaims and counterevidence from claims</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to distinguish counterclaims and counterevidence from claims</li> </ul>	<ul style="list-style-type: none"> <li>Fails to address counterclaims and/or provide counter evidence</li> </ul>
<b>RESEARCH*</b>	<ul style="list-style-type: none"> <li>Source material is smoothly integrated into the text</li> <li>Research is current, from credible, reliable sources and provides evidence</li> </ul>	<ul style="list-style-type: none"> <li>Research is from reliable sources but may lack credibility or be outdated</li> <li>Sources are used and source material is integrated into the text</li> </ul>	<ul style="list-style-type: none"> <li>Research is from sources that lack credibility or contain outdated evidence</li> <li>Integration of source material is awkward</li> </ul>	<ul style="list-style-type: none"> <li>Lack of supported evidence from sources</li> </ul>

### WRITTEN EXPRESSION

	4	3	2	1
<b>STYLE</b>	<ul style="list-style-type: none"> <li>Highly purposeful sentence variety</li> <li>Sentences incorporate subordination of ideas, and/or effective embedding of modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Some purposeful sentence variety</li> <li>Some sentences use subordination of ideas and/or embedding modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Limited sentence variety</li> <li>Little subordination of ideas</li> </ul>	<ul style="list-style-type: none"> <li>No sentence variety</li> <li>No subordination or embedding modifiers</li> </ul>
<b>WORD CHOICE/ VOCABULARY</b>	<ul style="list-style-type: none"> <li>Contains highly specific word choice, descriptive language, and selected information</li> <li>Purposeful tone appropriate for intended audience with evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>Contains specific word choice, descriptive language, and selected information</li> <li>Evidence of appropriate tone and some evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>Limited word choice, descriptive language, and/or selected information</li> <li>Inconsistent tone and limited evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information</li> </ul>

### USAGE/MECHANICS

	4	3	2	1
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>• Use of complex sentence structure without run-ons and fragments</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of complex sentence structure, may contain an occasional run-on/fragment</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of complex sentence structure, many run-ons/ fragments</li> </ul>	<ul style="list-style-type: none"> <li>• No use of correct, complex sentence structure</li> </ul>
<b>USAGE/MECHANICS/ FORMATTING</b>	<ul style="list-style-type: none"> <li>• Consistent control of usage, grammatical conventions, and spelling</li> <li>• Correct formatting of citations using MLA/APA style</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable control of usage, grammatical conventions, and spelling</li> <li>• Formatting of citations with minor errors using MLA/APA style</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent control of usage, grammatical conventions, and spelling</li> <li>• Incomplete or inaccurate formatting of citations</li> </ul>	<ul style="list-style-type: none"> <li>• Little/no control of usage, grammatical conventions, and spelling</li> <li>• Little formatting of citations or citations not included</li> </ul>