

High School Writing Rubric 2015-2016

Scoring Elements	Does Not Meet			Partially Meets			Meets Standards			Exceeds Standards			Score
	1		1.5	2		2.5	3		3.5	4			
Thesis/ Claim	<ul style="list-style-type: none"> No clear thesis statement Claims/Topic sentences do not address the prompt Lacks focus/off-topic 			<ul style="list-style-type: none"> Thesis is too broad or too narrow Claims/Topic sentences partially address the prompt Focus is uneven/partially off-topic 			<ul style="list-style-type: none"> Thesis provides focus for paper Claims/Topic sentences address most aspects of the prompt Paper remains on-topic 			<ul style="list-style-type: none"> Thesis statement is original and insightful Claims/Topic sentences address all aspects of the prompt Focus on thesis is evident throughout entire paper 			
Evidence/ Support	<ul style="list-style-type: none"> Support is vague or off-topic Support does not address the prompt Evidence does not support the thesis statement 			<ul style="list-style-type: none"> Support is evident but lacks sufficient details Support partially addresses the prompt Evidence may be inappropriate, insufficient, or unconvincing 			<ul style="list-style-type: none"> Support is well-developed with specific details Support addresses most aspects of the prompt Evidence used is appropriate and sufficient 			<ul style="list-style-type: none"> Support is insightful with logical details Support addresses all aspects of the prompt Evidence is sufficient, appropriate and convincing 			
Commentary/ Analysis	<ul style="list-style-type: none"> Commentary/analysis is not evident Analysis does not address the prompt Commentary does not clarify the connection between the evidence, claim or thesis 			<ul style="list-style-type: none"> Commentary/analysis is vague or underdeveloped Analysis partially addresses the prompt Commentary attempts to clarify the connection between the evidence, claim or thesis 			<ul style="list-style-type: none"> Commentary/analysis is relevant and developed Analysis addresses most aspects of the prompt Commentary makes a connection between the evidence, claim or thesis 			<ul style="list-style-type: none"> Commentary/analysis is original or insightful Analysis addresses all aspects of the prompt Commentary makes multiple connections between the evidence, claim or thesis 			
Organization	<ul style="list-style-type: none"> Attempts to organize ideas Organization is confusing Provides no transitional words/ideas 			<ul style="list-style-type: none"> Shows partial or minimal evidence of organization Organization is simplistic Provides minimal transitional words/ideas 			<ul style="list-style-type: none"> Shows appropriate evidence of organization Organization is logical Provides necessary transitional words/ideas 			<ul style="list-style-type: none"> Shows well-developed organization Organization is intentional and enhances the flow of ideas Provides effective transitional words/ideas 			
Style	<ul style="list-style-type: none"> Shows no awareness of audience Diction and syntax are basic and show lack of variety Author's voice is not evident 			<ul style="list-style-type: none"> Shows partial awareness of audience Diction and syntax shows some skill and variety Author's voice is generic 			<ul style="list-style-type: none"> Shows awareness of audience Diction and syntax show skill and variety Author's voice is present 			<ul style="list-style-type: none"> Shows awareness of audience/ caters to the audience by using a variety of techniques Diction and syntax show skill and variety that enhance meaning Author's voice is fully developed 			
Conventions	<ul style="list-style-type: none"> Excessive errors in grammar, usage and mechanics Mistakes make overall meaning confusing Shows no understanding of MLA format/citations 			<ul style="list-style-type: none"> Frequent errors in grammar, usage and mechanics Mistakes hinder overall meaning Shows partial understanding of MLA format/citations 			<ul style="list-style-type: none"> Some errors in grammar, usage and mechanics Mistakes do not hinder meaning Shows knowledge of MLA format/citations 			<ul style="list-style-type: none"> Few errors in grammar, usage and mechanics Grammar, usage and mechanics enhance meaning Shows complete knowledge of MLA format/citations 			
Scoring Scale	1=23%	2=27%	3=31%	4=35%	5=39%	6=43%	7=47%	8=51%	8=55%	10=59%	11=63%	12=67%	
	13=68%	14=70%	15=72%	16=75%	17=77%	18=77%	19=85%	20=88%	21=90%	22=93%	23=96%	24=100%	
*** Use the scores provided, which have been scaled.													

Clarification on using the High School Writing Rubric:

Each bullet point on the rubric should be evaluated separately. For example: in Conventions a student can have few grammar errors but show minimal understanding of MLA formatting. That student’s grade for the Conventions category would then be a 2.5. We should reward students for what they do well, not just penalize them for their mistakes. A student can have an excellent thesis sentence but have topic sentences that are not aligned to it. This student should not be only penalized for his mistake and be marked a 1; he should get credit for his excellent thesis and be marked a 2.5. Circle the parts in each box that apply. For example:

Thesis/ Claim	<ul style="list-style-type: none"> • No clear thesis statement • Claims/Topic sentences do not address the prompt • Lacks focus/off-topic 	<ul style="list-style-type: none"> • Thesis is too broad or too narrow • Claims/Topic sentences partially address the prompt • Focus is uneven/partially off-topic 	<ul style="list-style-type: none"> • Thesis provides focus for paper • Claims/Topic sentences address most aspects of the prompt • Paper remains on-topic 	<ul style="list-style-type: none"> • Thesis statement is original and insightful • Claims/Topic sentences address all aspects of the prompt • Focus on thesis is evident throughout entire paper 	3
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If a student is hand writing an essay using evidence, proper citation is marked as a part of Conventions, yet the evidence itself is marked as Evidence/Support. Again, an MLA mistake in an otherwise mistake free paper would not warrant a “does not meet”.