

# Essex High School

## School-Wide Rubric - Writing

Standard of Performance	4	3	2	1
<b>Main Idea/Claim</b>	The main idea/claim is engaging and clearly stated.	The main idea/claim is adequately stated.	The main idea/claim is present but vague.	The main idea/claim is not present.
<b>Audience/Purpose</b>	The writer demonstrates a clear sense of audience/purpose.	The writer demonstrates an adequate sense of audience/purpose.	The writer demonstrates a limited sense of audience/purpose.	The writer demonstrates little or no sense of audience/purpose.
<b>Overall Focus</b>	<p>The main idea/claim is fully sustained and consistently focused:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provides essential background information</li> </ul>	<p>The main idea/claim is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some loosely related material may be present</li> <li><input type="checkbox"/> provides adequate background information</li> </ul>	<p>The main idea/claim is minimally sustained, and may have lapses in focus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provides minimal background information</li> <li><input type="checkbox"/> writing is inconsistent</li> </ul>	<p>The main idea/claim may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provides no background information</li> <li><input type="checkbox"/> unacceptably brief</li> <li><input type="checkbox"/> does not stay on topic</li> </ul>
<b>Organization</b>	<p>The response has an intentional organizational structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> if required, contains effective introduction and conclusion</li> <li><input type="checkbox"/> logical progression of ideas from beginning to end</li> <li><input type="checkbox"/> effective use of transitions</li> </ul>	<p>The response has a consistent organizational structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> if required, contains adequate introduction and conclusion</li> <li><input type="checkbox"/> adequate progression of ideas from beginning to end</li> <li><input type="checkbox"/> adequate use of transitions; some variety</li> </ul>	<p>The response has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> if required, contains weak introduction and/or conclusion</li> <li><input type="checkbox"/> uneven or weak progression of ideas from beginning to end</li> <li><input type="checkbox"/> limited use of transitions; minimal variety</li> </ul>	<p>The response has little or no organizational structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> if required, lacks introduction and/or conclusion</li> <li><input type="checkbox"/> lacks ideas</li> <li><input type="checkbox"/> lacks transitions and/or paragraphs</li> </ul>

<p><b>Integration and Elaboration of Evidence</b></p>	<p>The response provides thorough and convincing support/evidence for the main idea/claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use of evidence from sources is smoothly integrated, comprehensive, and precise</li> <li><input type="checkbox"/> effectively explains connection between evidence and main idea/claim</li> </ul>	<p>The response provides adequate support/evidence for the main idea/claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some evidence from sources is integrated, though citations may be general or imprecise</li> <li><input type="checkbox"/> adequately explains connection between evidence and main idea/claim</li> </ul>	<p>The response provides uneven, insufficient support/evidence for the main idea/claim that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evidence and citations from sources is weakly integrated</li> <li><input type="checkbox"/> weakly or unevenly explains connection between evidence and main idea/claim</li> </ul>	<p>The response provides little or no support/evidence for the main idea/claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lacks citations</li> <li><input type="checkbox"/> use of evidence from sources is minimal, absent, in error, or irrelevant</li> <li><input type="checkbox"/> does not explain connection between evidence and main idea/claim</li> </ul>
<p><b>Language and Vocabulary</b></p>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective use of academic and content-specific vocabulary</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adequate use of content-specific vocabulary</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> limited use of content-specific vocabulary</li> </ul>	<p>The response and expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> little to no use of content-specific vocabulary</li> </ul>
<p><b>Conventions (G.U.M.)</b></p>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> few, if any, errors in usage and sentence structure</li> <li><input type="checkbox"/> effective and consistent use of punctuation, capitalization, and spelling</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some errors in usage and sentence structure are present, but no systematic pattern of errors is displayed</li> <li><input type="checkbox"/> adequate use of punctuation, capitalization, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> frequent errors in usage may obscure meaning</li> <li><input type="checkbox"/> inconsistent use of punctuation, capitalization, and spelling</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> errors are frequent and severe, and meaning is often obscured</li> </ul>

- EHS Learning Expectations
- Communicate clearly and effectively for a variety of purposes and audiences
  - Engage in the writing process when producing formal pieces of writing
  - Demonstrate command of grammar, usage, and mechanics in writing