

# JCPS Holistic Continuum for Writing

(adapted from KDE Scoring Rubric for On Demand Writing)

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Writers demonstrate little or no writing skill, resulting in mostly ineffective communication.	Writers display developing writing skill, resulting in less effective communication.	Writers display adequate writing skill, resulting in effective, though not consistent communication.	Writers display consistent, though not necessarily perfect, writing skill, resulting in effective communication.
<b>Purpose and Focus</b>			
<ul style="list-style-type: none"> <li>identifies a general topic but demonstrates little or no awareness of <b>purpose or audience</b></li> <li>does not provide background or show awareness of the needs of the audience</li> </ul>	<ul style="list-style-type: none"> <li>identifies a generalized <b>purpose or audience</b> but does not maintain focus on both</li> <li>focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience</li> <li>irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs</li> </ul>	<ul style="list-style-type: none"> <li>adequately establishes focus on the intended <b>audience and purpose</b>, but may not consistently maintain this focus, losing sight of audience or purpose on occasion</li> <li>provides adequate background information that generally anticipates audience needs</li> </ul>	<ul style="list-style-type: none"> <li>establishes and maintains focus on <b>audience and purpose</b></li> <li>effectively engages the audience by providing relevant background information necessary to anticipate its needs</li> </ul>
<b>Idea Development</b>			
<ul style="list-style-type: none"> <li>gives little or no purposeful <b>development of ideas</b>, interpretation, insight or clarification</li> <li>provides no examples and/or details for support or the support is inaccurate or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates inconsistent <b>development of ideas</b>, often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification</li> <li>provides minimal or irrelevant examples and/or details for support</li> </ul>	<ul style="list-style-type: none"> <li><b>develops ideas</b> with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or reasoning</li> <li>may use different techniques or approaches, but some are less successful than others; one technique may be prominent</li> </ul>	<ul style="list-style-type: none"> <li>consistently <b>develops ideas</b> with depth and complexity to provide insight, support, and clarification of the topic</li> <li>consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or reasoning</li> <li>may use a variety of techniques or approaches</li> </ul>
<b>Documentation</b>			
<ul style="list-style-type: none"> <li>does not follow SEPI format for incorporation of sources. Does not demonstrate skill with summary, paraphrase, quotation of sources</li> <li>does not include a formatted MLA 8 Works Cited page or has demonstrated frequent or repeated errors in capitalization, italicization, and other appropriate punctuation</li> <li>has not included necessary components of each Works Cited entry</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some skill incorporating in-text citations using SEPI format</li> <li>attempts to vary use of paraphrase, summary, and quotation</li> <li>attempts MLA formatted Works Cited entries but shows inconsistency in use of MLA 8 and/or repeated errors with particular components of an MLA 8 entry</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic, consistent application of SEPI format with few major errors in in-text citations</li> <li>demonstrates basic skill in summarizing, paraphrasing, and quoting</li> <li>demonstrates appropriate choice and reasonable variation in use of summary, paraphrase, quotation</li> <li>demonstrates consistency in use of MLA 8 format for Works Cited entries.</li> <li>for most sources, uses proper formatting, including alphabetization, spacing and indentations</li> <li>for most sources, uses correct capitalization, italicization, and other appropriate punctuation where required</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates skilled use of SEPI format</li> <li>demonstrates skillful choice with application and variety of summary, paraphrase, quotation, example</li> <li>demonstrates accuracy in formatting throughout Works Cited page</li> </ul>
<b>Structure</b>			
<ul style="list-style-type: none"> <li>offers little or <b>no organizational structure</b>, placing ideas in no logical order</li> <li>uses little, if any, <b>variety in sentence structures</b></li> <li>creates a lack of cohesion with ineffective or absent paragraph divisions</li> <li>few, if any transitions words or phrases are used</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some attempt at <b>organization</b>, but often places ideas in an unclear order that disrupts that natural flow or cohesion</li> <li>occasionally uses varied sentence structures, but these appear alongside mostly <b>simple sentences</b></li> <li>uses simple and infrequent transitions</li> <li>may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted</li> </ul>	<ul style="list-style-type: none"> <li>adequately <b>organizes</b> the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion</li> <li>displays <b>variety in sentence lengths and structures</b></li> <li>includes transitional words and phrases that generally guide the reader</li> <li>generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion</li> </ul>	<ul style="list-style-type: none"> <li>consistently <b>organizes</b> the writing by using a logical progression of ideas that flow within and between paragraphs</li> <li>consistently uses a <b>variety of sentence lengths and structures</b></li> <li>includes a variety of transitional words and phrases that connects ideas and guides the reader</li> <li>uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations)</li> </ul>
<b>Language and Conventions</b>			

<ul style="list-style-type: none"> <li>• uses inappropriate or absent tone or voice</li> <li>• uses simple or inappropriate <b>words</b></li> <li>• contains errors that appear in <b>grammar, usage, and mechanics</b> (e.g. spelling, punctuation, capitalization) and impedes understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>• uses language that causes voice or tone to weaken or emerge only on occasion</li> <li>• occasionally chooses appropriate <b>words</b>, but these appear alongside language that is simple or inappropriate for the intended audience/purpose</li> <li>• may impede understanding through frequent errors in <b>grammar, usage, and mechanics</b> (e.g., spelling, punctuation, capitalization) that appear alongside occasional control of these features</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional lapses in language that cause voice or tone to weaken</li> <li>• <b>chooses words</b> that are generally appropriate for the intended audience and writing purpose</li> <li>• adequately demonstrates correct <b>grammar, usage, and mechanics</b> (e.g. spelling, punctuation, capitalization) to communicate</li> <li>• a few errors may occur that do not impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>• maintains an appropriate voice or tone</li> <li>• consistently <b>chooses words</b> that are appropriate to the intended audience and purpose of the writing</li> <li>• consistently uses correct <b>grammar, usage, and mechanics</b> (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing</li> </ul> <p>Adapted by JCPS Writing Task Force June 2013 Revised by JCTC for A2C Initiative Nov. 2019</p>
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