

School Wide Rubric: Writing

Writing Rubric	4 Exceeds the standard	3 Meets the standard	2 Approaches the standard	1 Does not meet the standard
Focus W 9-10.1	Contains a strong well-developed thesis statement. Maintains a clear focus throughout the essay.	Contains an adequate thesis statement. Maintains a focus with few, if any, loosely related items.	Contains a weak thesis statement. Includes ideas that are loosely related to the thesis.	Contains no thesis statement and no clear focus.
Organization W 9-10.1 W 9-10.4	Well-organized and coherent. Uses a logical format. Excellent use of transitions.	Thoughtfully organized with few lapses in coherence. Acceptable use of transitions.	Somewhat disorganized. Lapses in organization affect coherence. Poor use of transitions.	Choppy and incoherent. Difficult to follow. Transitions are missing or abrupt and distracting.
Support RL 9-10.1	Provides strong and specific details from text to support thesis. *Sources are credible, varied, and extensive.	Provides adequate and/or general details from text to support thesis. *Sources are credible and varied.	Provides limited details from text to support thesis. *Some sources are questionable or sources are too similar/limited.	Provides little or no details to support thesis. Relies on generalizations or a restating of the text. *Inadequate research.
Understanding	Insightful analysis. Demonstrates a superior understanding of the text and a superior ability to select, synthesize, and develop ideas.	Relevant analysis. Demonstrates an adequate understanding of the text and an adequate ability to select, synthesize, and develop ideas.	Provides a partial analysis. Demonstrates a general understanding of the text, but a limited ability to select, synthesize, and develop ideas.	Provides little or no analysis. Demonstrates a misunderstanding of text and little ability to select, synthesize, and develop ideas.
Conventions L 9-10.1 L 9-10.3	Uses language creatively and effectively. No errors in spelling, punctuation, and grammar. Uses varied sentence structure and vocabulary. *Uses documentation flawlessly per teacher requirements.	Uses language adequately. Few errors in spelling, punctuation, and grammar. Uses varied sentence structure and appropriate vocabulary. *Uses documentation well per teacher requirements.	Language use is weak. Several errors in spelling, punctuation, and grammar. Limited variety of sentence structure and vocabulary. *Uses teacher determined documentation inconsistently or inaccurately.	Frequent errors in spelling, punctuation and grammar. Limited or no variety of sentence structure. Immature or inappropriate word choice. *Uses no/or incorrect documentation documentation as required by teacher.
*Revision W 9-10.5	Revisions are sophisticated, thoughtful and independent. Reflects insightfully on input from editors, incorporating when appropriate. Drafts show evidence of continued meaningful improvement.	Revisions are thoughtful and independent. Reflects on input from editors, incorporating when appropriate. Drafts show continued improvement.	Revisions are inconsistent. Limited reflection on input from editors, incorporating when appropriate. Drafts show limited improvement.	Revisions are nonexistent or superficial. Little evidence of consideration of input from editors. Little to no improvement.

* These may not be relevant for some assignments.