

GRANT HIGH SCHOOL WRITING RUBRIC FOR STUDENTS—PERSUASIVE/EXPOSITORY

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6 FOCUS	<ul style="list-style-type: none"> •The response is unclear and seems to have no subject or position. •The response contains little writing. 	<ul style="list-style-type: none"> •The response does not clearly identify the position or subject. •The response is narrative rather than persuasive or expository. •Some of the ideas are confusing and may not fit logically, or they are repetitious. •There is too little information about the position or subject. 	<ul style="list-style-type: none"> •The response identifies a position or subject briefly in the introduction or somewhere in the response. •The response contains points that generally make sense but may not be completely related to one another. •There is little or no closure. •There is too little information about the position or subject. 	<ul style="list-style-type: none"> •The response approaches its position or subject through a thematic approach or preview. •The introduction may attempt a hook but is somewhat unclear or not entirely effective. •The conclusion is clear. 	<ul style="list-style-type: none"> •The position or subject is clearly stated through a thematic introduction, specific preview, or hook. •The main position or subject is clear and logical throughout the response. •The conclusion builds in an orderly way to closure. 	<ul style="list-style-type: none"> •The position or subject of the response is stated and developed clearly. •The response demonstrates insight. A successful hook captures the reader's attention. Logic is maintained throughout. •The conclusion presents strong closure, tying the important points together without being redundant or repetitive.
SUPPORT	<ul style="list-style-type: none"> •Details are extremely weak, or are not included. •The response is too short to allow a reliable judgment of support. 	<ul style="list-style-type: none"> •A few details are included, but there may be unnecessary repetition. •Details included as a list; each detail on the list may have some extensions. •The response is too short to allow a reliable judgment of support. 	<ul style="list-style-type: none"> •Some main points are developed by specific details. •Some general details lack support. •Word choice is simple. •The response is too short to include much detail. 	<ul style="list-style-type: none"> •Most major points are developed by specific details; some details may show unevenness or incompleteness of ideas. •Most major points make sense, but some details are uneven or incomplete. •Some words & phrases add strength to the details that are used, although an occasional lapse into slang or careless phrasing may occur. 	<ul style="list-style-type: none"> •The position of subject is supported with sufficient details throughout. •Most major details are developed evenly by using multiple strategies such as example, comparison, and explanation. •Words and phrases convey the intended message in an interesting and natural way. 	<ul style="list-style-type: none"> •The position or subject is supported with abundant, original detail using multiple strategies, such as comparison, cause and effect, explanation and example. •The response includes pertinent details that are effective, vivid, and explicit and that are used evenly throughout. The response relies on powerful words and phrases that relate to its position or subject and audience.
ORGANIZATION	<ul style="list-style-type: none"> •Little or no effort is made to state a position or subject. •Little evidence of a cohesive plan is present. 	<ul style="list-style-type: none"> •The response is somewhat organized, but the ideas are confusing to the reader. •Important details to further explain the position or subject are omitted within paragraphs. •Ideas do not follow a logical sequence and are not connected logically. •An idea or ideas are included that are not relevant to the position or subject. 	<ul style="list-style-type: none"> •The response has an identifiable plan. •Inappropriate transitions distract the reader and get in the way of understanding. •A minor digression disrupts the logical progression of ideas. 	<ul style="list-style-type: none"> •Most paragraphs are appropriate. •There are variations in length and structure of sentences and in word choice that enhance cohesion. •The development and the relationship of one idea to the next are clear. 	<ul style="list-style-type: none"> •The response has a clear plan in which all major points and ideas are logically sequenced and paragraphed. •Sentence structure and length and word choice are varied. •Cohesive ties, such as repeated key words, pronouns and transitions, and link sentences, are used. •Paragraphs are logically organized. 	<ul style="list-style-type: none"> •Points in the response are organized according to a plan that is sustained throughout. •Important points are tied together skillfully by a variety of cohesive ties, such as transitional sentences, conjunctions, pronouns, and topically related words, to link sentences and paragraphs. •The intended message has a logical progression of related ideas. Variations in structure and length of sentences add interest to the response.

CONVENTIONS	<ul style="list-style-type: none"> •Writing is below/beneath expectations. Sentence structure and all other grammatical conventions are so flawed that confusion prevails. 	<ul style="list-style-type: none"> •Writing exhibits immaturity. Sentence structure is extremely flawed, demonstrating run-ons and/or fragments that confuse meaning. •Pronoun usage, spelling, and verb tense or agreement errors are numerous and serious. Citation is improper. 	<ul style="list-style-type: none"> •Writing exhibits some immaturity. Sentence structure is flawed, demonstrating run-ons and/or fragments that may confuse meaning. •Pronoun usage, spelling, and verb tense or agreement errors may be numerous or serious. Citation may be improper. 	<ul style="list-style-type: none"> •Writing is adequate. Minor sentence structure errors may exist, but do not interfere with reader's understanding. •Pronoun usage, spelling, capitalization, and verb tense or agreement errors may exist, but they are minimal. Citation is present, but imperfect. 	<ul style="list-style-type: none"> •Writing is developed but may lack polish or variety. Sentence structure, pronoun usage and spelling are mostly correct. •With few exceptions, verb tense is consistent. S-V agreement and citation are correct. 	<ul style="list-style-type: none"> •Writing exhibits stylistic maturity, variety and polish. •Sentence structure, pronoun usage and spelling are correct. •Verb tense is consistent and subject-verb agreement is correct. •Student cites sources correctly.
INTEGRATION	<ul style="list-style-type: none"> •The writing is confusing and illogical. •The response is too short for a reader to judge. •Frequent convention errors obscure the ideas. 	<ul style="list-style-type: none"> •An attempt to address the prompt is made, but the response has no subject or position. •Most of the features of writing are absent. •The response is not persuasive or expository. •The response is confusing. •The response may be too short to allow the reader to make a reliable judgment. •Many serious convention errors may interfere with the reading of the response. 	<ul style="list-style-type: none"> •The response is partially developed. •One or more of the features is not complete, causing the response to be confusing. 	<ul style="list-style-type: none"> •The response is simple, yet clear and appropriate for grade level. •Essential details are included but there is no further support. •Word choices or phrases are mostly those that are expected for the audience and purpose. •Some convention errors may be present, but they do not interfere with the reading of the essay. 	<ul style="list-style-type: none"> •The response is developed. The focus is clear and developed. •Details are specific and appropriate. •Word choices and phrases are appropriate for the audience and purpose. •Sentences and paragraphs generally fit smoothly together. •The response has few convention errors, and the errors do not interrupt communication with the audience. 	<ul style="list-style-type: none"> •The response is fully developed. •The focus is clearly stated and developed. The response contains an abundance of balanced, specific, appropriate details. Word choices or phrases demonstrate strong purpose and understanding of audience. Sentences and paragraphs fit smoothly together. •The response has very few convention errors; any errors are minor and do not interfere with communication.

INTEGRATION SCORE IS DOUBLED.
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36 = 100%
 35 = 97%
 34 = 94%
 33 = 92%
 32 = 90%

 31 = 88%
 30 = 85%
 29 = 83%
 28 = 80%

27 = 78%
 26 = 75%
 25 = 73%
 24 = 70%

 23 = 68%
 22 = 65%
 21 = 63%
 20 = 60%

19 = 53%
 18 = 50%
 17 = 47%
 16 = 44%
 15 = 42%
 14 = 39%
 13 = 36%
 12 = 33%
 11 = 30%