# Common Rubric for Grade 8Writing Samples

 2017 English Virginia Standards of Learning

## COMPOSING

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **Central Idea** | * Clear, consistent focus on a central idea
* Clear awareness of intended audience and purpose
 | * Reasonably consistent focus on a central idea
* Awareness of intended audience and purpose
 | * Inconsistent focus on a central idea
* Limited awareness of audience and purpose
 | * Little or no focus on a central idea
* No awareness of audience and purpose
 |
| **ORGANIZATION****AND****UNITY** | * Introduction a with clear, focused thesis stating a well-defined position or explanation of the purpose
* Exhibits unity by following a clear and logical organizational plan
* Point of view is consistent
* Uses transitions, effectively connecting ideas within/across paragraphs
* Effective conclusion enhances the writer’s message, advocates a position, or offers a solution when appropriate
 | * Introduction includes a thesis and identified position or purpose
* Exhibits some unity with an organizational plan and some minor digressions
* Point of view may shift occasionally
* Uses transitions, connecting ideas within/across paragraphs
* Reasonable conclusion conveys the writer’s message, advocates a position, or offers a solution when appropriate
 | * Introduction may include a thesis with an unclear position or purpose
* Exhibits inconsistent unity and a lack of organization due to major digressions
* Point of view is inconsistent and shifts throughout writing
* Uses transitions inconsistently within and across paragraphs
* Limited conclusion provides little evidence of the writer’s message and does not advocate a position, include a solution when appropriate
 | * No introduction and no thesis or purpose
* Exhibits no unity due to a lack of an organizational plan and major digressions
* Point of view is unclear
* Absence of transitions connecting ideas
* Conclusion is lacking and provides little to no evidence of the writer’s message; advocates no position, includes no solution when appropriate
 |
| **ELABORATION** | * Contains precise, relevant evidence supporting purpose and intended audience
* Complete explanation of how evidence and details support position
* Details clarify and defend the writer’s position; fully, clearly elaborates ideas
 | * Contains evidence supporting purpose and audience
* Explanation of how evidence and details support position
* Some details clarify and defend the writer’s position, minor lapses in elaboration
 | * Contains limited evidence supporting purpose and audience
* Limited explanation of how evidence and details support position
* Few details clarify or defend the writer’s position, major lapses in elaboration
 | * Contains little or no evidence supporting purpose and audience
* No explanation of how evidence supports position
* Little or no elaboration
 |
| **COUNTER-CLAIMS****(when applicable)** | * Adequately distinguishes counterclaims and counterevidence from claims
 | * Distinguishes counterclaims and counterevidence from claims
 | * Attempts to distinguish counterclaims and counterevidence from claims
 | * Fails to address counterclaims and/or provide counter evidence
 |
| **RESEARCH****(when applicable)** | * Source material is smoothly integrated into the text
* Research is current, from credible, reliable sources and provides evidence
 | * Research is from reliable sources but may lack credibility or be outdated
* Sources are used and source material is integrated into the text
 | * Research is from sources that lack credibility or contain outdated evidence
* Integration of source material is awkward
 | * Lack of supported evidence from sources
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## WRITTEN EXPRESSION

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **STYLE** | * Highly purposeful sentence variety
* Sentences incorporate subordination of ideas, and/or effective embedding of modifiers
 | * Some purposeful sentence variety
* Some sentences use subordination of ideas and/or embedding modifiers
 | * Limited sentence variety
* Little subordination of ideas
 | * No sentence variety
* No subordination or embedding modifiers
 |
| **WORD CHOICE/****VOCABULARY** | * Contains highly specific word choice, descriptive language, and selected information
* Purposeful tone appropriate for intended audience with evidence of writer’s voice
 | * Contains specific word choice, descriptive language, and selected information
* Evidence of appropriate tone and some evidence of writer’s voice
 | * Limited word choice, descriptive language, and/or selected information
* Inconsistent tone and limited evidence of writer’s voice
 | * Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information
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## USAGE/MECHANICS

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **SENTENCE STRUCTURE** | * Consistent use of complex sentence structure without run-ons and fragments
 | * Some use of complex sentence structure, may contain an occasional run-on/fragment
 | * Limited use of complex sentence structure, many run-ons/ fragments
 | * No use of correct, complex sentence structure
 |
| **USAGE/MECHANICS/****FORMATTING** | * Consistent control of usage, grammatical conventions, and spelling
* Correct formatting of citations using MLA/APA style, when applicable
 | * Reasonable control of usage, grammatical conventions, and spelling
* Formatting of citations with minor errors using MLA/APA style, when applicable
 | * Inconsistent control of usage, grammatical conventions, and spelling
* Incomplete or inaccurate formatting of citations, when applicable
 | * Little/no control of usage, grammatical conventions, and spelling
* Citations not included, when applicable
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