# Common Rubric for High School Writing Samples

## COMPOSING

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **ORGANIZATION****AND****UNITY** | * Introduction with clear, focused thesis stating a well-defined position
* Exhibits unity by following a logical organizational plan
* Maintains a consistent point of view
* Uses transitions effectively, connecting ideas within/across paragraphs
* Effective conclusion provides a call to action or offers a solution
 | * Introduction with clear thesis and identified position
* Exhibits some unity with an organizational plan and some minor digressions
* Point of view may shift occasionally
* Uses transitions, connecting ideas within/across paragraphs
* Effective conclusion, may restate the problem and recommend a solution/call to action
 | * Introduction may include a thesis with an unclear position
* Exhibits inconsistent unity and a lack of organization due to major digressions
* Shifts in point of view
* Limited or inconsistent use of transitions within and across paragraphs
* Conclusion merely restates the thesis, no solution or call to action
 | * No introduction and no thesis
* Exhibits no unity due to a lack of an organizational plan and major digressions
* No clear point of view
* Absence of transitions connecting ideas
* Does not include a call to action or a conclusion
 |
| **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 adequate 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** | * Effectively distinguishes counterclaims and counterevidence from claims
 | * Adequately distinguishes counterclaims and counterevidence from claims
 | * Attempts to distinguish counterclaims and counterevidence from claims
 | * Fails to address counterclaims and/or provide counter evidence
 |
| **RESEARCH\*** | * 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** | * 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
 | * Reasonable control of usage, grammatical conventions, and spelling
* Formatting of citations with minor errors using MLA/APA style
 | * Inconsistent control of usage, grammatical conventions, and spelling
* Incomplete or inaccurate formatting of citations
 | * Little/no control of usage, grammatical conventions, and spelling
* Little formatting of citations or citations not included
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