# 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 |

## 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 |

## 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 |