

## SCHS English 3 and 4 Schoolwide Writing Rubric

<b>Criteria</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Thesis/ organization</b>	<ul style="list-style-type: none"> <li>• is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• is well organized and focused, demonstrating coherence and progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• is generally organized and focused, demonstrating some coherence and progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• is limited in its organization or focus, and may demonstrate some lapses in coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• is disorganized or unfocused, resulting in a disjointed or incoherent essay</li> </ul>
<b>Textual details /support</b>	<ul style="list-style-type: none"> <li>• effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>• effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>• develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>• develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>• develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples or reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>• develops no viable point of view on the issue, or provides little or no evidence to support its position</li> </ul>
<b>Sentence Variety</b>	<ul style="list-style-type: none"> <li>• exhibits skillful use of language, using a varied, accurate, and apt vocabulary</li> <li>• demonstrates meaningful variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• exhibits facility in the use of language, using appropriate vocabulary</li> <li>• demonstrates variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary</li> <li>• demonstrates some variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice</li> <li>• lacks variety or demonstrates problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• displays very little facility in the use of language, using very limited vocabulary or incorrect word choice</li> <li>• demonstrates frequent problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• displays fundamental errors in vocabulary</li> <li>• demonstrates severe flaws in sentence structure</li> </ul>
<b>Conventions of English Language</b>	<ul style="list-style-type: none"> <li>• is free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• is generally free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• has some errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• contains an accumulation of errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured</li> </ul>	<ul style="list-style-type: none"> <li>• contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning</li> </ul>