

2014-2015 ATLANTA PUBLIC SCHOOLS GRADES 9-12 WRITING RUBRIC

Compositions that are off topic, illegible, blank, insufficient, not written in English, a restatement of the prompt, or include only copied text from the passage(s) are considered “unscorable” and will receive zero points. When writing using outside sources, a composition that does not address the provided passage(s) cannot receive a score higher than a 3 in ideas and organization.

	<u>4: STRONG</u> The paper is usually longer and more complex. It shows strong writing skills.	<u>3: SOLID</u> The paper is long enough to show what grade level students should be able to do.	<u>2: ALMOST THERE</u> The paper is not long enough, or it has some problems.	<u>1: NEEDS WORK</u> The paper is much too short, or it has significant problems.
IDEAS Use of Evidence from	<ul style="list-style-type: none"> ▪ Main ideas: interesting, stand out; focused ▪ Supporting details: <ul style="list-style-type: none"> • many strong, rich, specific details explain the main ideas • focused, balanced, thorough, in-depth • seem carefully chosen for audience and purpose ▪ Outside resources, if used: cites strong textual evidence to support the analysis showing full comprehension of complex ideas expressed in the texts 	<ul style="list-style-type: none"> ▪ Purpose and main ideas: clear; focused; easy to understand ▪ Supporting details: <ul style="list-style-type: none"> ▪ enough to explain the main ideas most are specific ▪ most are focused and related to the main ideas; on the topic ▪ most details are explained ▪ show some awareness of audience and purpose ▪ Writer may share new understandings ▪ Outside resources, if used: provide accurate ideas and supporting details 	<ul style="list-style-type: none"> ▪ Purpose and main ideas: clear, easy to understand ▪ Supporting details: <ul style="list-style-type: none"> • may not be enough to explain the main ideas • may be too general (not specific) some may be off the topic • may not be explained (list events or points without explanation) • may sound too much like another story or movie ▪ Outside resources, if used: provide basic/questionable ideas or details 	<ul style="list-style-type: none"> ▪ Purpose and main ideas: not very clear; the reader may have to guess at what they are ▪ Supporting details: <ul style="list-style-type: none"> • paper may be much too short, without enough ideas or details may be off the topic may be repeated over and over may not be understandable to the reader ▪ Outside resources, if used: provides an inaccurate analysis or no analysis of the text
ORGANIZATION Intro., Body, & Conclusion	<ul style="list-style-type: none"> ▪ Reader can follow the writing easily: the order of ideas and details works well ▪ Introduction: inviting; makes the reader want to keep reading ▪ Body: logically groups ideas into supporting paragraphs ▪ Conclusion: provides closure and a summary of main points; satisfying for the reader ▪ Connecting words, phrases, and sentences: make the writing easy to follow from one part to the next ▪ Paragraph breaks: done in places that make the most sense 	<ul style="list-style-type: none"> ▪ The reader can follow the writing; ideas and details are placed in an order that makes sense ▪ Introduction: enough to make up at least one short paragraph ▪ Conclusion: enough to make up at least one short paragraph ▪ Connecting words and phrases: help the reader follow from one part to the next ▪ Paragraph breaks: are there ▪ Organization may follow a formula (such as the “five-paragraph essay”) 	<ul style="list-style-type: none"> ▪ The reader can follow most of the writing, but some parts may be a little unclear; some ideas or details may seem out of place or out of order ▪ Introduction: too short or too obvious ▪ Conclusion: too short or too obvious ▪ Connecting words and phrases: some ones may be used too often (and, so, but, then); points may be numbered ▪ Paragraph breaks: some may be there, but may not be in places that make the most sense 	<ul style="list-style-type: none"> ▪ The reader has a hard time following the writing; may be confused often; ideas and details are not in an order that makes sense ▪ Introduction: may not be there, or is much too short ▪ Body: may not be there, or is much too short ▪ Conclusion: may not be there, or is much too short ▪ Paragraph breaks: may not be there
VOICE Individual Personality of the Writing	<ul style="list-style-type: none"> ▪ Commitment to topic: writer seems very interested and very committed ▪ Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective ▪ Reader may feel strong connection with writer ▪ Other indications: very sincere, lively, exciting, suspenseful, expressive, funny 	<ul style="list-style-type: none"> ▪ Commitment to topic: writer seems interested and committed to the topic ▪ Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time ▪ Other indications: when appropriate, writing is sincere, lively, expressive, engaging, funny 	<ul style="list-style-type: none"> ▪ Commitment to topic: writer seems somewhat interested in the topic ▪ Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough or not personal enough ▪ Paper may not be long enough to show the ability to maintain an appropriate voice 	<ul style="list-style-type: none"> ▪ Commitment to topic: writer does not seem interested in the topic or involved with the reader ▪ Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat

2014-2015 ATLANTA PUBLIC SCHOOLS GRADES 9-12 WRITING RUBRIC

Compositions that are off topic, illegible, blank, insufficient, not written in English, a restatement of the prompt, or include only copied text from the passage(s) are considered “unscorable” and will receive zero points. When writing using outside sources, a composition that does not address the provided passage(s) cannot receive a score higher than a 3 in ideas and organization.

	4: STRONG The paper is usually longer and more complex. It shows strong writing skills.	3: SOLID The paper is long enough to show what grade level students should be able to do.	2: ALMOST THERE The paper is not long enough, or it has some problems.	1: NEEDS WORK The paper is much too short, or it has significant problems.
WORD CHOICE	<p><u>Kinds of words</u>: strong, specific, accurate, interesting; also natural and not overdone; ordinary words used in an unusual way; words energize the writing</p> <ul style="list-style-type: none"> ▪ <u>Variety</u>: rich, broad range of words Slang, if used: effective (as in dialogue) ▪ <u>Descriptive or figurative language</u>: may create clear images in reader’s mind ▪ <u>Appropriateness for audience, purpose</u>: very appropriate; carefully chosen words 	<ul style="list-style-type: none"> ▪ <u>Kinds of words</u>: words that work; get the meaning across ▪ <u>Variety</u>: many different words used ▪ <u>Slang, if used</u>: does not seem to be used on purpose (as it might in dialogue) ▪ <u>Descriptive, figurative, or technical language, if used</u>: may seem overdone or overused once in a while ▪ <u>Clichés</u>: avoids overused phrases, sayings, and expressions most of the time 	<ul style="list-style-type: none"> ▪ <u>Kinds of words</u>: many are too general; not specific; may not be appropriate for audience and purpose in places; once in a while, a wrong word may be used ▪ <u>Variety</u>: not much variety; some words may be repeated too often; paper may not be long enough to see enough variety ▪ <u>Clichés</u>: may be too many overused phrases, sayings, or expressions 	<ul style="list-style-type: none"> ▪ <u>Kinds of words</u>: many or most are too general; not specific; or inaccurate ▪ <u>Variety</u>: little variety; words may be repeated over and over ▪ <u>Misused words</u>: there may be so many wrong words that the reader has trouble figuring out what the writer is trying to say
SENTENCE FLUENCY	<p><u>Overall</u>: writing is very easy to read out loud; a fluent, natural sound, with one sentence flowing into the next; much variety in sentences makes the writing more interesting</p> <ul style="list-style-type: none"> ▪ <u>Sentence beginnings</u>: sentences begin in many different ways ▪ <u>Sentence lengths</u>: some short, some medium, some long ▪ <u>Sentence patterns</u>: variety of patterns ▪ <u>Quote Incorporation</u>: sounds natural 	<ul style="list-style-type: none"> ▪ <u>Overall</u>: writing is easy to read out loud; sounds natural; variety of sentence beginnings, lengths, and patterns ▪ <u>Sentence beginnings</u>: most sentences begin in different ways ▪ <u>Sentence lengths</u>: some sentences are shorter; some are longer ▪ <u>Sentence patterns</u>: sentences have different patterns ▪ <u>Quote Incorporation</u>: most sounds natural 	<ul style="list-style-type: none"> ▪ <u>Overall</u>: some parts are easy to read out loud; other parts are more difficult, and the reader may have to slow down or re-read; may not be enough variety in sentences ▪ <u>Sentence beginnings</u>: some begin in the same way, although some are different ▪ <u>Sentence lengths</u>: many sentences may be about the same length ▪ <u>Sentence patterns</u>: many are the same, although some are different ▪ <u>Quote Incorporation</u>: may not sound natural 	<ul style="list-style-type: none"> ▪ <u>Overall</u>: difficult to read out loud; reader has to re-read because of the way sentences are formed ▪ <u>Sentence beginnings</u>: many begin the same way ▪ <u>Sentence lengths</u>: most may be about the same length—either short and choppy or long and rambling ▪ <u>Sentence patterns</u>: may be repeated over and over ▪ <u>Quote Incorporation</u>: may be mixed up and confusing
CONVENTIONS	<ul style="list-style-type: none"> ▪ <u>Sentences</u>: end where they should with the correct punctuation mark; no run-ons, comma splices, or fragments ▪ <u>Spelling</u>: even difficult words correct ▪ <u>Capitalization</u>: correct ▪ <u>Punctuation within sentences</u>: correct ▪ <u>Grammar</u>: verb tense is correct ▪ <u>Parenthetical Citation, if used</u>: cited correctly ▪ <u>Errors</u>: may be a few minor errors ▪ <u>Variety</u>: writing shows correct use of basic punctuation, but also of some higher-level punctuation (such as parentheses, semi-colons, colons, many different uses of commas, dialogue, etc.). 	<ul style="list-style-type: none"> ▪ <u>Sentences</u>: end where they should with the correct punctuation mark; few if any run-ons, comma splices, fragments ▪ <u>Spelling</u>: common words correct ▪ <u>Any dialogue</u>: punctuated correctly ▪ <u>Capitalization</u>: correct ▪ <u>Punctuation within sentences</u>: apostrophes correct; some comma errors ▪ <u>Grammar</u>: verb tense correct most of the time ▪ <u>Parenthetical Citation, if used</u>: cited correctly most of the time. ▪ <u>Errors</u>: some errors, but not many major errors ▪ <u>Variety</u>: not wide range, but paper is long enough and just complex enough to show solid on grade level skills 	<ul style="list-style-type: none"> ▪ <u>Sentences</u>: most end where they should with the correct mark, but some do not; some run-ons, comma splices, fragments ▪ <u>Spelling</u>: some common words may be incorrect ▪ <u>Dialogue</u>: may be some errors ▪ <u>Capitalization</u>: may be some errors ▪ <u>Punctuation within sentences</u>: errors (e.g., apostrophes, some commas) ▪ <u>Grammar</u>: verb tense may be incorrect ▪ <u>Errors</u>: more errors; some are basic ▪ <u>Variety</u>: conventions may be correct, but paper is not long enough or is too simple to show solid on grade level skills 	<ul style="list-style-type: none"> ▪ <u>Sentences</u>: most do not end where they should with the correct punctuation mark; may be many run-ons, comma splices, fragments ▪ <u>Spelling</u>: many common words may be incorrect ▪ <u>Capitalization</u>: may be many errors ▪ <u>Grammar</u>: may be many basic errors ▪ <u>Errors</u>: so many major errors that the reader has a hard time figuring out what the writer is trying to say