

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Task: \_\_\_\_\_

Subject/Period: \_\_\_\_\_

### AHS School-Wide Writing Rubric

#### Academic Expectation: Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology

|  | <b>4<br/>Exceeds Standard</b>   | <b>3<br/>Meets Standard</b>   | <b>2<br/>Approaching Standard</b>  | <b>1<br/>Below Standard</b>  | <b>S<br/>Score</b> | <b>T<br/>Score</b> |
|--|---|---|--|--|--------------------|--------------------|
| <b>Purpose</b><br><i>The extent to which the writer demonstrates understanding, analysis, and explanation of the writing task and/or text(s).</i>  | The purpose is clearly established and consistently maintained. It conveys an accurate, in-depth, and insightful understanding of the topic and audience.   | The purpose is clearly established and maintained. It conveys an accurate understanding of the topic and audience.  | The purpose is established but not maintained. It conveys a minimal understanding of the topic and audience.   | The purpose is not established. It conveys little or no understanding of the topic and audience.   |                    |                    |
| <b>Supporting Information</b><br><i>The extent to which the thesis is supported using specific and relevant details and/or evidence. The writing demonstrates depth and richness of ideas.</i> | All quotes or supporting examples are relevant and integrated effectively.<br><br>Student's use of evidence and explanation illustrates an insightful understanding.<br><br>Student consistently offers commentary before and after all quotes or supporting examples.  | Most quotes or supporting examples are relevant and integrated effectively.<br><br>Student's use of evidence and explanation illustrates a competent understanding.<br><br>Student offers commentary before and after quotes or supporting examples most of the time. | Some quotes or supporting examples are relevant and integrated effectively.<br><br>Student's use of evidence and explanation illustrates a limited understanding.<br><br>Student offers minimal commentary before and after quotes or supporting examples. | Few (if any) quotes or supporting examples are relevant and integrated effectively.<br><br>Student's use of evidence and explanation illustrates little or no understanding.<br><br>Student offers little or no commentary before and after quotes or supporting examples. |                    |                    |
| <b>Organization</b><br><i>The extent to which the writing demonstrates a clear thesis and maintains order, structure, and coherence.</i>   | Introduction has a clearly stated thesis statement that provides a unified direction for the composition.<br><br>Body paragraphs provide relevant, quality details, and important information that supports the thesis.<br><br>Effective closing unifies the writing with final insightful comments and/or with a call to action. | Introduction has a thesis statement that provides some direction for the composition.<br><br>Body paragraphs provide relevant details and information that supports the thesis.<br><br>Closing unifies the writing.   | Introduction has a weak thesis statement that provides little direction for the composition.<br><br>Body paragraphs provide minimal details and information that supports the thesis.<br><br>Closing does not unify the writing.                           | Introduction does not have a thesis statement to provide direction for the composition.<br><br>Body paragraphs do not relate or connect to the thesis.<br><br>There is no closing paragraph.   |                    |                    |

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|--|--|---|--|--|--|--|
| <p><b>Fluency</b><br/><i>The extent to which the writing reads with ease through word choice, use of transitions and a variety of sentence structures.</i></p> | <p>Word choice is accurate, appropriate, specific, and original.</p> <p>Transitional words/ phrases (between and within paragraphs) are effective and varied.</p> <p>Sentence structure is varied and consistently enhances meaning.</p> <p>Sentences are always clear and concise.</p>  | <p>Word choice is mostly appropriate, accurate, specific, and original.</p> <p>Transitional words/ phrases (between and within paragraphs) are mostly effective and varied.</p> <p>Sentence structure is varied and enhances meaning.</p> <p>Sentences are almost always clear and concise.</p>   | <p>Word choice is inconsistent. Some choices are accurate, specific, and original, while others are less clear and/or clichéd.</p> <p>Few transitional words/ phrases (between and within paragraphs) are effective and varied.</p> <p>Student attempts to vary sentence structures but is not always successful (run-ons, fragments, awkward wording).</p> <p>Sentences are sometimes clear and concise.</p>                        | <p>Word choice is inappropriate, inaccurate, and/or vague.</p> <p>Transitional words/ phrases (between and within paragraphs) are nonexistent or ineffective.</p> <p>Sentence structure is not varied and/ or sentences are choppy or wordy.</p> <p>Sentence structure is inaccurate and may obscure meaning.</p>  |  |  |
| <p><b>Conventions</b><br/><i>Spelling, punctuation capitalization Usage, citations, format</i></p>   | <ul style="list-style-type: none"> <li>• correct spelling of all words</li> <li>• correct punctuation</li> <li>• correct capitalization</li> <li>• correct usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case)</li> <li>• correct use of parenthetical documentation</li> <li>• correct format (i.e. heading, margins, spacing, font, pagination)</li> </ul> | <ul style="list-style-type: none"> <li>• correct spelling of basic words</li> <li>• correct basic punctuation</li> <li>• generally correct capitalization</li> <li>• generally correct usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that does not confuse the writer's meaning</li> <li>• generally correct use of parenthetical documentation</li> <li>• generally correct format (i.e. heading, margins, spacing, font, pagination)</li> </ul> | <ul style="list-style-type: none"> <li>• misspelling of basic words</li> <li>• few errors in basic punctuation</li> <li>• errors in capitalization</li> <li>• errors in usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that confuse the writer's meaning</li> <li>• errors in parenthetical documentation</li> <li>• errors in format (i.e. heading, margins, spacing, font, pagination)</li> </ul> | <ul style="list-style-type: none"> <li>• frequent misspelling of basic words</li> <li>• frequent errors in basic punctuation</li> <li>• frequent errors in capitalization</li> <li>• frequent errors in usage (i.e. subject/verb agreement, pronoun/antecedent agreement, pronoun case) that confuse the writer's meaning</li> <li>• frequent errors in parenthetical documentation</li> <li>• frequent errors in format (i.e. heading, margins, spacing, font, pagination)</li> </ul> |  |  |

**Teacher Comments:**

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**Final Score:** \_\_\_\_\_