Some ideas may be nicely developed, others only partly developed or mentioned, but not developed at all.

Any piece of writing that states and supports and opinion.

A piece of writing that informs the reader, but does not defend an opinion.

A story, fiction or non-fiction.

A student may try to support both sides of an issue, or may waffle between various opinions or focuses.

Writing is off-topic for at least part of the assignment.

Common Core All-Subject Writing Rubric – The Annotated Version

Writing Type(circle one):   Argumentative   Informative/Explanatory   Narrative (ELA only)

It is very clear what the writer intends and why they are writing.

Examples and support from reading materials, videos, maps, charts, and graphs. May be quoted or paraphrased. Sources should be cited.

	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 2 pts	Total Points
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are not addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are not addressed.	X4
ORGAN-IZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	

Teacher Feedback: {{Student Reflection on Back}}   **Total Points Earned**

Score

Students sometimes repeat information and ideas in order to fill up the page or as they try to work their way toward an idea.

Some prompts ask the writer to include various aspects of the prompt in their task. (ie: In an essay, include a description of the issue, counter-arguments, and at least two ideas for solving the problem.)

Strong transitions create a sense of coherence and flow in the writing without calling attention to themselves or being trite.

Simple transitions my include transitions like first, second, next, finally, etc. Effective, but not original and sometimes clunky.

While we feel that Student Reflection on their own work is very important, this could be changed by the teacher to include Peer Feedback as needed.

A note on specifying the number of errors per level: This is an area where the teacher needs to consider the length of the paper, the level and ability of the student, and other qualifying indicators. Saying '3 or fewer errors' makes an Excellent is great if everyone writes papers of the same length, but if one student writes three pages and another writes a paragraph, the '3 or fewer' rule would seem unfair. Additionally, an EL student or a Resource student may make more errors than others, but still have a thoughtful, well-supported paper. They would not achieve an Excellent in Conventions, but they may receive a Good or Fair based on effort or abilities.

A note on modifying for Resource, SDC, or EL students: Rigor differs according to the student. What's rigorous in 10th grade PreAP English is not what's rigorous in a 10th grade resource class. It is up to the teacher to use the rubric in a way that indicates the expectation of rigor for all. A Resource student may achieve a 73% using this rubric, and that is fine. After reflection and practice, perhaps the same student might achieve a 78% -- definitely an improvement.

A teacher with Resource, SDC, or EL students may also choose to differentiate by focusing on just one element of the rubric, like creating a clear focus or using textual evidence at least one time in the writing sample.