

WHS School-Wide Writing Rubric

Category/Skills:	5 (Exemplary)	4 (Skilled)	3 (Proficient)	2 (Developing)	1 (Unsatisfactory)	Score
Content: <i>Clear focus</i> <i>Clear thesis</i>	<ul style="list-style-type: none"> The text focuses on a compelling and insightful topic as outlined in the prompt or task. Thesis is articulately and explicitly stated. 	<ul style="list-style-type: none"> The text focuses effectively on the topic as outlined in the prompt or task. Thesis is focused and insightful. 	<ul style="list-style-type: none"> The text focuses on the task as prescribed by the prompt. Thesis is effective and clearly stated. 	<ul style="list-style-type: none"> The text lacks focus and/or does not address the prompt with clarity. Thesis is not adequate to task. 	<ul style="list-style-type: none"> The text does not address the prompt. Thesis is not identifiable or no thesis is present. 	
Evidence: <i>Accurate and relevant supporting facts, quotations, examples.</i>	<ul style="list-style-type: none"> Extensive, accurate and relevant information supports the text's main points. 	<ul style="list-style-type: none"> Sufficient, accurate and relevant information supports the text's main points 	<ul style="list-style-type: none"> Adequate, accurate and relevant information supports the text's main points 	<ul style="list-style-type: none"> Some accurate information is presented. Evidence is relevant at some points. 	<ul style="list-style-type: none"> Inadequate, inaccurate, and/or irrelevant information is presented. Evidence does not support the text's main points. 	
Organization/ Development: <i>Structure:</i> <i>Introduction</i> <i>Body</i> <i>Conclusions</i> <i>Transitions</i>	<ul style="list-style-type: none"> Introduction is thoughtful and compelling. Text's structure and organization are sophisticated and logical. Conclusion effectively sums up paper. Ideas transition effectively and thoughtfully, bridging all elements of the paper seamlessly. 	<ul style="list-style-type: none"> Introduction is effective. Text's structure and organization progress logically. Conclusion sufficiently sums up paper. Ideas transition smoothly from point to point. 	<ul style="list-style-type: none"> Introduction is adequate. Text's structure and organization are efficient. Conclusion is acceptable. Transitions help to bridge the gap between ideas presented in the paper. 	<ul style="list-style-type: none"> Introduction is ineffective. Text's structure and organization are not efficient and/or logical. Conclusion is inadequate. Transitions do not adequately bridge the gap between ideas presented in the paper. 	<ul style="list-style-type: none"> Introduction is inadequate or an introduction is not provided. Text's structure and organization are not adequate. Conclusion is inadequate or a conclusion is not provided. Transitions either do not exist, or do not adequately bridge the gap between ideas presented in the paper. 	

Category/Skills:	5 (Exemplary)	4 (Skilled)	3 (Proficient)	2 (Developing)	1 (Unsatisfactory)	Score
Language & Style: <i>Appropriate tone</i> <i>Accurate and varied word choice</i> <i>Varied sentence structures</i>	<ul style="list-style-type: none"> Text employs an appropriately objective and academic tone. Word choice is sophisticated and demonstrates maturity of thought and style. Extensive variation in sentence structures. 	<ul style="list-style-type: none"> Text employs an objective and academic tone. Word choice is highly effective and enhances text. Significant variation in sentence structures. 	<ul style="list-style-type: none"> Text generally employs an objective and academic tone. Word choice is suited to the task and grade level of the student. Suitable variation in sentence structures. 	<ul style="list-style-type: none"> Text attempts to employ an objective and academic tone. Word choice is occasionally suited to the task and grade level of the student. Inconsistent/intermittent variation in sentence structures. 	<ul style="list-style-type: none"> Text lacks objectivity and/or an appropriately academic tone. Word choice is not suited to the task or to the grade level of the student. Little to no variation in sentence structures 	
Mechanics: <i>Spelling</i> <i>Capitalization</i> <i>Punctuation</i> <i>Grammar</i>	<ul style="list-style-type: none"> The text masterfully employs standard English conventions of usage and mechanics (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> The text consistently employs standard English conventions of usage and mechanics (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> The text generally employs standard English conventions of usage and mechanics (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> The text inconsistently employs English conventions of usage and mechanics (spelling, capitalization, punctuation and grammar); however, these do not obscure the text's meaning. 	<ul style="list-style-type: none"> The text has significant deficits in the conventions of usage and mechanics (spelling, capitalization, punctuation and grammar). Errors in grammar and spelling obscure the text's meaning. 	

(Rubric adapted from CCSS 9-10 Informative Writing Rubric and Duxbury High School Writing Rubric)