

Grades 11-12 Writing Rubric (Argument)

Name _____ Period _____

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS/CLAIM (IDEAS & ORGANIZATION) (CCSS – W: 1a, 1b, 1e, 4)	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful, precise, and knowledgeable claim in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise, knowledgeable claim in a clear thesis 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces reasonable claim in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
STRUCTURE (ORGANIZATION) (CCSS – W: 1a, 1b, 1f, 4)	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Thoroughly develops claim with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim Creates cohesion through skillful use of transitions Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic in introduction Develops claim with relevant body paragraphs Provides a conclusion that follows from and supports claim Creates cohesion through transitions Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Generally develops claim with body paragraphs Provides a conclusion which repetitively or partially supports claim Creates some cohesion through basic transitions Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic in introduction or introduction is missing Fails to develop claim with body paragraphs Omits conclusion Uses few or no transitions Includes little organization of ideas
EVIDENCE/ SUPPORT (IDEAS) (CCSS – W: 1b, 1c, 2b, 9)	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim Seamlessly and effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counterclaim Skillfully uses specific rhetorical devices to support assertions (logos, pathos, ethos) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim Integrates and cites credible sources or textual evidence Refutes relevant counterclaim 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim Ineffectively integrates and cites adequate sources and/or text evidence that may not be credible Minimally refutes or acknowledges specific counterclaim or alternate/opposing claim Uses some rhetorical devices to support assertions with limited success 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim Lacks rhetorical devices to support assertions
ANALYSIS (IDEAS) (CCSS – W: 1b, 9)	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows simplistic understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows limited understanding of topic/text Uses limited simplistic and/or flawed reasoning to connect evidence with claim
LANGUAGE (WORD CHOICE, FLUENCY, CONVENTIONS) (CCSS – L: 1, 2, 3)	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Inadequately uses academic and domain-specific vocabulary 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Fails to use academic and domain-specific vocabulary

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CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS/CLAIM (IDEAS & ORGANIZATION) (CCSS – W: 1a, 1b, 1e, 4)	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful, precise, and knowledgeable claim in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise, knowledgeable claim in a clear thesis 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces reasonable claim in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
STRUCTURE (ORGANIZATION) (CCSS – W: 1a, 1b, 1f, 4)	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Thoroughly develops claim with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim Creates cohesion through skillful use of transitions Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic in introduction Develops claim with relevant body paragraphs Provides a conclusion that follows from and supports claim Creates cohesion through transitions Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Generally develops claim with body paragraphs Provides a conclusion which repetitively or partially supports claim Creates some cohesion through basic transitions Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic in introduction or introduction is missing Fails to develop claim with body paragraphs Omits conclusion Uses few or no transitions Includes little organization of ideas
EVIDENCE/ SUPPORT (IDEAS) (CCSS – W: 1b, 1c, 2b, 9)	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim Seamlessly and effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counterclaim Skillfully uses specific rhetorical devices to support assertions (logos, pathos, ethos) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim Integrates and cites credible sources or textual evidence Refutes relevant counterclaim 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim Ineffectively integrates and cites adequate sources and/or text evidence that may not be credible Minimally refutes or acknowledges specific counterclaim or alternate/opposing claim Uses some rhetorical devices to support assertions with limited success 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim Lacks rhetorical devices to support assertions
ANALYSIS (IDEAS) (CCSS – W: 1b, 9)	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows simplistic understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim 	<ul style="list-style-type: none"> Shows limited understanding of topic/text Uses limited simplistic and/or flawed reasoning to connect evidence with claim
LANGUAGE (WORD CHOICE, FLUENCY, CONVENTIONS) (CCSS – L: 1, 2, 3)	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Inadequately uses academic and domain-specific vocabulary 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Fails to use academic and domain-specific vocabulary

Grades 11-12 Writing Rubric (Info./Explan.)

Name _____ Period _____

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS (IDEAS & ORGANIZATION) (CCSS – W: 2a, 4)	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic in a clear thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces topic in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to introduce a relevant topic and/or lacks a thesis statement
STRUCTURE (ORGANIZATION) (CCSS – W: 2a, 2c, 2f, 4)	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Thoroughly develops complex topic with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Skillfully clarifies relationships through use of transitions 	<ul style="list-style-type: none"> Orients reader to topic in introduction Develops complex topic with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Clarifies relationships through transitions 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Inadequately develops topic with minimal body paragraphs, building on some preceding information Provides a sense of closure, but may weakly articulate significance of the topic or summarize only Uses limited or inappropriate transitions 	<ul style="list-style-type: none"> Fails to orient reader to topic in introduction or introduction is missing Fails to develop claim with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few or no transitions Includes little or no organization of ideas
DEVELOPMENT (IDEAS) (CCSS – W: 2b, 9)	<ul style="list-style-type: none"> Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources* Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited or minimal evidence to develop the topic appropriate to audience Ineffectively integrates and cites credible sources* Shows minimal or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite credible sources* Shows no and/or inaccurate understanding of topic or text
LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE) (CCSS – L*: 1, 2, 2e, 3, 4; CCSS – W: 4)	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Inadequately uses academic and domain-specific vocabulary 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Fails to use academic and domain-specific vocabulary

Grades 11-12 Writing Rubric (Info./Explan.)

Name _____ Period _____

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS (IDEAS & ORGANIZATION) (CCSS – W: 2a, 4)	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic in a clear thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces topic in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to introduce a relevant topic and/or lacks a thesis statement
STRUCTURE (ORGANIZATION) (CCSS – W: 2a, 2c, 2f, 4)	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Thoroughly develops complex topic with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Skillfully clarifies relationships through use of transitions 	<ul style="list-style-type: none"> Orients reader to topic in introduction Develops complex topic with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Clarifies relationships through transitions 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Inadequately develops topic with minimal body paragraphs, building on some preceding information Provides a sense of closure, but may weakly articulate significance of the topic or summarize only Uses limited or inappropriate transitions 	<ul style="list-style-type: none"> Fails to orient reader to topic in introduction or introduction is missing Fails to develop claim with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few or no transitions Includes little or no organization of ideas
DEVELOPMENT (IDEAS) (CCSS – W: 2b, 9)	<ul style="list-style-type: none"> Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources* Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited or minimal evidence to develop the topic appropriate to audience Ineffectively integrates and cites credible sources* Shows minimal or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite credible sources* Shows no and/or inaccurate understanding of topic or text
LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE) (CCSS – L*: 1, 2, 2e, 3, 4; CCSS – W: 4)	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Inadequately uses academic and domain-specific vocabulary 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Fails to use academic and domain-specific vocabulary

Grades 11-12 Writing Rubric (Narrative)

Name _____ Period _____

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS (IDEAS & ORGANIZATION) (CCSS – W: 3a)	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Skillfully engages and orients the reader 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Engages and orients the reader 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Attempts to engage or orient the reader 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to engage or orient the reader
PLOT & ORGANIZATION (IDEAS & VOICE) (CCSS – W: 3a, 3c, 3e, 4)	<ul style="list-style-type: none"> Skillfully creates a smooth progression of experiences or events Skillfully sequences events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a resolution/ conclusion that reflects what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Sequences events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Provides a resolution/conclusion that clearly reflects what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Events do not build on one another to create a coherent whole or build toward a particular tone or outcome Provides a weak resolution/ conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing Provides no resolution/ conclusion or one that is not connected to the narrated experiences or events
NARRATIVE TECHNIQUES (VOICE & WORD CHOICE) (CCSS – W: 3b, 3d)	<ul style="list-style-type: none"> Skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events 	<ul style="list-style-type: none"> Uses limited narrative techniques such as dialogue, pacing, and description experiences, events, and/or characters Uses limited descriptive details and sensory language 	<ul style="list-style-type: none"> Ineffectively uses narrative techniques Does not use sensory language or descriptive details
LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, & WORD CHOICE) (CCSS – L: 1, 2, 3)	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Uses precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Uses vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Uses incorrect and/or simplistic word choice

Grades 11-12 Writing Rubric (Narrative)

Name _____ Period _____

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
FOCUS (IDEAS & ORGANIZATION) <i>(CCSS – W: 3a)</i>	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Skillfully engages and orients the reader 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Engages and orients the reader 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Attempts to engage or orient the reader 	<ul style="list-style-type: none"> Minimally addresses some aspects of the prompt Fails to engage or orient the reader
PLOT & ORGANIZATION (IDEAS & VOICE) <i>(CCSS – W: 3a, 3c, 3e, 4)</i>	<ul style="list-style-type: none"> Skillfully creates a smooth progression of experiences or events Skillfully sequences events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a resolution/conclusion that reflects what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Sequences events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Provides a resolution/conclusion that clearly reflects what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Events do not build on one another to create a coherent whole or build toward a particular tone or outcome Provides a weak resolution/conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing Provides no resolution/conclusion or one that is not connected to the narrated experiences or events
NARRATIVE TECHNIQUES (VOICE & WORD CHOICE) <i>(CCSS – W: 3b, 3d)</i>	<ul style="list-style-type: none"> Skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experience and events 	<ul style="list-style-type: none"> Uses limited narrative techniques such as dialogue, pacing, and description experiences, events, and/or characters Uses limited descriptive details and sensory language 	<ul style="list-style-type: none"> Ineffectively uses narrative techniques Does not use sensory language or descriptive details
LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, & WORD CHOICE) <i>(CCSS – L: 1, 2, 3)</i>	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains no errors in conventions (grammar, punctuation, spelling, capitalization) Uses precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains some errors in conventions which may cause confusion Uses vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (fragments/run-ons) Contains serious errors in conventions Uses incorrect and/or simplistic word choice