

WRITING SCORING RUBRIC

Based on the scale from 1 (NOT YET) to 6 (WOW), use the following definitions to rate each student's writing achievement for each criteria.

RATING CRITERIA	RATING SCALE					
	6 WOW Exceeds expectations	5 STRONG Shows control and skill in this trait; many strengths present	4 EFFECTIVE On balance; the strengths outweigh the weaknesses; a small amount of revision needed	3 DEVELOPING Strengths and need for revision are about equal; about half-way home	2 EMERGING Need for revision outweighs strengths; isolated moments hint at what the writer has in mind	1 NOT YET A bare beginning; writer not yet showing any control
IDEAS	Ideas are clear and focused. Topic is narrow and manageable. Details are relevant and go beyond the obvious and predictable. Details are accurate. Ideas are fresh and original. Reader's questions are anticipated and answered.		Topic is beginning to be defined but is broad. Support is attempted but has not addressed key issues. Ideas are reasonably clear but not detailed or accurate. Reader is left with questions.		No clear sense of purpose or central theme. Reader must make inferences based on sketchy details. Reader has trouble distinguishing what is important. Text is repetitious. Thoughts are disconnected.	
	6	5	4	3	2	1
ORGANIZATION	Organization showcases central theme. Structure moves reader through text. Has inviting introduction and satisfying conclusion. Transitions connect ideas. Sequencing is logical. Pacing is controlled. Title is original and relevant		Organization is strong enough to move reader through text. Has recognizable introduction and conclusion. Transitions sometimes work. Sequencing shows some logic. Pacing is somewhat controlled. Title may be uninspired or obvious.		Writing lacks sense of direction. Ideas are strung together in loose fashion. No identifiable structure. No real introduction or conclusion. Ideas are disconnected. Pacing is awkward.	
	6	5	4	3	2	1
VOICE	Writer speaks directly to reader in a compelling way and indicates respect for the audience and purpose for writing. Writer takes risks with inclusion of personal details. Writing shows why reader should know this and is personal and engaging.		Writer seems sincere but is not fully engaged. Writing has purpose but is not compelling. Attempts to connect with audience but in an impersonal manner. Writer avoids risk. Writer fails to use ideas to build credibility.		Writer seems indifferent to the topic and content. Writing lacks purpose and audience engagement. Ideas fail to connect with audience. Writing is risk free and reveals nothing of author.	
	6	5	4	3	2	1
WORD CHOICE	Words convey the intended message in interesting, natural way. Words are powerful, engaging, specific, and accurate. Language is natural and appropriate for audience. Choices in language enhance understanding.		Language is functional but lacks energy. Writer's meaning can be understood. Words are correct but rarely capture reader's attention. Attempts at colorful language show a desire to stretch. Writing shows only 1 or 2 fine moments.		Writer demonstrates a limited vocabulary. Words are nonspecific and distracting. Problems with language confuse reader. Language is used incorrectly and is unimaginative and lifeless.	
	6	5	4	3	2	1
SENTENCE FLUENCY	Writing has an easy flow and rhythm. Sentences are well built. Sentences vary in length and structure. Varied sentence beginnings add variety. Creative and appropriate connectives are used. Writing has cadence.		Text hums along with a steady beat but is more mechanical than fluid. Sentences get the job done in a routine fashion. Some variety is attempted in sentence beginnings. Parts of text are expressive. Other parts are awkward.		Sentences are choppy, incomplete, or awkward. Many sentences begin the same way and follow same pattern. Endless connectives or complete lack of connectives create a jumble of language.	
	6	5	4	3	2	1
CONVENTIONS	Writer demonstrates a good grasp of writing conventions. Errors are few. Spelling is generally correct. Punctuation is accurate. Capitalization skills are present. Grammar and usage is correct. Piece is very close to being ready to publish.		Spelling is correct on common words but more difficult words are problematic. End punctuation is correct. Most capitalization is correct. Grammar and usage problems are not serious. Only moderate editing is needed.		Errors in spelling, punctuation, capitalization, usage, and grammar repeatedly distract reader and make the piece difficult to read. Extensive editing is required.	
	6	5	4	3	2	1

CRITICAL THINKING SCORING RUBRIC

Based on the scale from 1 (NOT YET) to 6 (WOW), use the following definitions to rate each student's critical thinking achievement for each criteria.

RATING CRITERIA	RATING SCALE					
	6 WOW Exceeds expectations	5 STRONG Shows control and skill in this trait; many strengths present	4 EFFECTIVE On balance; the strengths outweigh the weaknesses; a small amount of revision needed	3 DEVELOPING Strengths and need for revision are about equal; about half-way home	2 EMERGING Need for revision outweighs strengths; isolated moments hint at what the writer has in mind	1 NOT YET A bare beginning; student not yet showing any control
SUMMARIZES PROBLEM, QUESTION, OR ISSUE	Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Does not attempt to or fails to identify and summarize accurately.	
	6	5	4	3	2	1
CONSIDERS CONTEXT AND ASSUMPTIONS	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.		Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.		Approach to the issue is in egocentric and socio-centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.	
	6	5	4	3	2	1
COMMUNICATES OWN PERSPECTIVE, HYPOTHESIS, OR POSITION	Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion. Hypothesis is unclear or simplistic.	
	6	5	4	3	2	1
ANALYZES SUPPORTING DATA AND EVIDENCE	Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective. Discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	
	6	5	4	3	2	1
USES OTHER PERSPECTIVES AND POSITIONS	Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomfoting ideas. Treats other positions superficially. No evidence of self-assessment.	
	6	5	4	3	2	1
ASSESSES CONCLUSIONS, IMPLICATIONS, AND CONSEQUENCES	Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.	
	6	5	4	3	2	1