

WRITING RUBRIC

Directions: Read over this rubric carefully and decide how writing should be scored based on the descriptions provided. A blank scoring sheet is provided for your scores and comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Focus <i>The introduction text focuses on a topic and includes a thesis statement that communicates ideas, concepts, and information to the reader.</i>	The introduction text lacks an identifiable thesis and minimally communicates ideas, concepts, and information to the reader.	The introduction text has an unclear thesis statement that communicates some ideas, concepts, and information to the reader.	The introduction text has a thesis statement that communicates ideas, concepts, and information to the reader.	The introduction text has a clear and appropriate thesis statement that skillfully engages the reader's interest in addition to communicating ideas, concepts, and information.
Development/Support <i>The body of the paper presents relevant facts, definitions, concrete details, quotations, and examples that are supported by the use of claim testers and that connect to Big History concepts and ideas.</i>	The text contains limited facts and examples related to the topic. The use of claim testers is absent from the paper. The paper lacks connection to Big History concepts and ideas.	The text provides some facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The use of claim testers is inconsistent and not always correct. The connection to Big History concepts is sporadic.	The text provides sufficient relevant facts, definitions, concrete details, quotations, and examples to develop and explain the topic. The use of claim testers is evident throughout most of the paper. There are some connections to Big History concepts and ideas.	The text provides many relevant facts, definitions, concrete details, quotations, and examples to develop and explain the topic richly. The use of claim testers is evident and consistent throughout the paper. There are clear connections to Big History concepts and ideas.
Audience <i>The author anticipates the audience's background knowledge of the topic.</i>	The text lacks an awareness of the audience's knowledge level and needs.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text takes the audience's knowledge level and concerns about the claim into consideration. The text addresses the needs of the audience.	The text consistently anticipates and addresses the audience's knowledge level and concerns about the topic, showing deep understanding of the reader. The text skillfully meets the needs of the audience.



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<p>Cohesion</p> <p><i>The writing uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts. The conclusion ties to and supports the information or explanation.</i></p>	<p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic to the examples or facts. The text may fail to offer a conclusion.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples or facts. The conclusion restates points already made and does not support the information.</p>	<p>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic to the examples or facts. The conclusion ties to and supports the information.</p>	<p>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples or facts. The conclusion provides the implications, significance, and future relevance of the topic.</p>
<p>Language and Conventions</p> <p><i>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. The text also demonstrates Standard English conventions.</i></p>	<p>The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.</p> <p>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.</p>	<p>The text illustrates a limited awareness of formal tone and some awareness of topic-specific vocabulary. The text demonstrates some accuracy in Standard English conventions of usage and mechanics.</p>	<p>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. The text demonstrates Standard English conventions of usage and mechanics along with discipline-specific requirements (for example, MLA or APA).</p>	<p>The text presents a formal, objective tone and uses sophisticated relevant language and topic-specific vocabulary to manage the complexity of the topic. The text demonstrates a high level of knowledge of Standard English conventions of usage and mechanics along with discipline-specific requirements (for example, MLA or APA).</p>



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Name: Date:

Directions: Use this table to score and comment on the writing that you are evaluating. Put an X in the cell that denotes the grade. Use the other cells for comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)	Score
Focus					
Development/ Support					
Audience					
Cohesion					
Language and Conventions					
Total Score					

