**\***Signifies the addition of an indicator for increased complexity.  **2012 4-POINT ANALYTIC WRITING RUBRIC**

\*\* Signifies where an indicator has been dropped. The indicator’s mastery is implied at higher levels.

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| ***Narrative:*** *tell a story*  ***Expository:***  *inform*  ***Expressive:*** *persuade or analyze*  ***Research:*** *locate, evaluate and synthesize information* | 1. **BELOW STANDARD** | 1. **APPROACHING STANDARD** | 1. **MEETS STANDARD** | 1. **EXCEEDS STANDARD** |
|  | *This is in need of extensive revisions.* | *This is below expectations and is in need of revisions.* | *This is what is expected from students.* | *This could be used as an example for others.* |
| **IDEAS**  Did the writer stay focused and share original and fresh information or perspective about the topic? | **The paper has no clear sense of purpose or controlling idea. The reader must make inferences based on limited, incomplete, or missing details.**  **a)** The writer is still in  search of a topic  **b)** Support is limited or unclear or the length is not adequate for development  **c)** The idea is a simple restatement or a simple answer to the question  **d)** The writer has not begun to define the topic. Everything seems as important as everything else  **e)** The text may be repetitious, disconnected, and contain too many random thoughts  Expressive:  f) Writer makes no attempt to consider any opposing argument / position. | **The writer is beginning to define the topic, even though development is still basic or general. Supporting details are included, but they are not specific or ample enough to fully develop the topic.**  **a)** The topic is fairly broad  **b)** Support is attempted, but details are repetitive, general, mundane  **c)** Ideas are reasonably clear  **d)** The writer generally stays on topic  **e)** Writer has difficulty going from general observations to specifics  Expressive:  The writer attempts but misses considering an opposing argument / position. | **The writer has a clearly defined topic and satisfactory development. Supporting details are relevant and specific to the topic.**  **a)** The topic sets out a problem, situation or observation and identifies its significance  **b)** Support details are appropriately provided  **c)** Ideas are clear  **d)** The writer maintains a consistent theme throughout the paper.  **e)** Transitions are generally clear if not always coherent  Expressive:  Opposing arguments are addressed. | **This paper is clear and conveys interesting, original ideas that hold the reader’s attention. Relevant examples, anecdotes, or details develop and enrich the central idea.**  **a)** The topic is interesting, the significance is clear, and the writer provides new insight  **b)** Support is relevant and telling. Quality details go beyond the obvious  **c)** Writing from knowledge or experience; ideas are fresh and original  **d)** The paper’s controlling idea has universal applications.  **e)** Transitions are clear and coherent  Expressive:  The writer clearly focuses on examples that support the “position.”  Expressive:  Opposing arguments are addressed and clearly answered.) |
| **ORGANIZATION**  Does the organizational structure enhance the ideas and make them easier to understand or does it overpower them?  9th: 3-5 paragraphs  10th: 5 paragraphs  11-12th: 6 & more | **The writing lacks a clear sense of direction.**  **a)** No real introduction and/or conclusion  **b)** Thesis statement, (position) when needed, (remove “when needed) is partial or  missing  **c)** Transitions between ideas are confusing  **d)** Sequencing needs work  **e)** Pacing feels awkward  **f)** Problems with organization make it hard for the reader to get a grip on (identify) the main point  **g)** No title, if requested, is present | **The organizational structure is strong enough to move the reader through the text without too much confusion. The introduction and conclusion are present but underdeveloped.**  **a)** The paper has a recognizable introduction and conclusion  **b)** Thesis statement is identifiable but limited in point of view and structure.  **c)** Transitions often work well  **d)** Sequencing shows some logic, yet structure takes attention away from the content  **e)** Pacing is fairly well controlled  **f)** Organization sometimes supports the main point  **g**) A title, if desired, is present | **The organizational structure carries the reader through the text in a logical manner. There is a satisfying introduction and conclusion.**  **a)** The paper has a clear  introduction and conclusion  **b)** Thesis statement provides a point of view and gives structure  **c)** Transitions generally work well  **d)** Sequencing is logical and coherent  **e)** Pacing is well-controlled with few exceptions  **f)** Organization supports the main point  **g)** An appropriate title, if desired, is present | **The organizational structure of this paper enhances and showcases the central idea or theme of the paper. Paragraphs are sequential, and there is an engaging introduction and conclusion.**  **a)** An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution  **b)** Thesis statement clearly delineates the topic, point of view, and subtopics in a logical and engaging manner  **c)** Transitions work well  d) Sequencing is logical and effective  **e)** Pacing is well-controlled, fluid and unobtrusive  **f)** Organization flows so smoothly that the  reader hardly thinks about it  **g)** The title, if desired, is original |
| **VOICE**  Does the writing speak to its intended purpose and audience? | **The writing is indifferent, uninvolved, or distanced from the topic and/or the audience.**  **a)** Writing is monotonous  **b)** Writing is uninteresting, lifeless or mechanical Writing fails to express any personal commitment / attachment to purpose.)  **c)** Tone and voice are limited or nonexistent  **d)** No point of view is reflected.  Research: paper includes many first person perspectives/evaluations | **The writing doesn’t seem to be fully engaged or involved. The writing shows limited awareness of purpose or of audience.**  **a)** The writing communicates in an earnest manner  **b)** Only one or two moments here or there interest, engage or move the reader (Words are generally used correctly.)  **c)** The tone and voice are bland.  **d)** The point of view tends toward safe generalities or exaggerations.  Research: paper includes some first person perspectives/evaluations | **The writing is sincere and engaging. The result is generally pleasing and seems engaged with the purpose and audience.**  **a)** The writing communicates in a sincere and pleasing manner  **b)** The reader is often interested or engaged (Words and phrases are used correctly.)  **c)** The tone and voice are appropriate for the purpose and audience  **d)** The point of view is honest and specific  Research: paper includes few first person perspectives/evaluations | **The writing speaks directly to the reader in a manner that is individual, compelling, and engaging. The writing respects purpose and audience.**  **a)** The reader feels a strong connection with the  writer’s voice.  **b)** The reader is thoroughly interested and engaged  **c)** The tone and voice heighten the purpose and speak to the audience  **d)** The point of view insightful and convincing.  Research: Paper is written completely in third person |
| **WORD CHOICE**  Do the words and phrases clearly and accurately convey the ideas? | **The message is limited by the word choice.**  **a)** Word choices are vague, dull, bland and negating.  **b)** Words are used incorrectly.  **c)** Parts of speech are misused.  **d)** Word choices are burdened with jargon or clichés and/or persistent redundancy.  **For narratives:**  **e) No, or extremely weak, imagery present** | **Word choice muddles the message** **a)** Word choices communicate routinely or, at times, awkwardly.  **b)** Attempts at colorful language are made. Words are generally used correctly  **c)** Passive verbs, everyday nouns and adjectives, lack of interesting adverbs are the norm.  **d)** The words and phrases are functional  **For narratives:**  **e) No, or extremely weak, imagery present** | **Word choice conveys the intended message; good examples are used to support the main point.**  **a)** Word choices are appropriate.  **b)** Lively words and phrases are successfully  used. Words are used correctly  **c)** Active verbs, interesting nouns, adjectives and adverbs are present.  **d)** Word choice is accurate; may lack sophistication, but is essentially clear.  **For narratives:**  **e) Imagery is effective** | **Word choice conveys the intended message in a precise, interesting, and natural way.** **a)** Word choices are specific and accurate.  **b)** Words and phrases are precisely used.  **c)** Precise verbs, specific nouns and modifiers are used consistently.  **d)** Word choice is striking and sophisticated. The language is natural and never overdone.\*  **For narratives:**  **e) Imagery is strong and precise** |
| **SENTENCE FLUENCY**  Do phrases and sentences create rhythms and pacing that convey intended effects? | **The reader has to stop and reread often in order to interpret meaning**.  **a)** Run-ons, comma-splices and fragments result in choppy, rambling, or awkward and unnatural phrasing  **b)** Connectives (e.g. introductory words/phrases, conjunctions, and transitions) are missing and or awkward.  **c)** Difficult to read aloud  **d)** Writing is confined to poorly constructed simple sentences and phrases; no other sentence structures are used. | **The text hums along with a steady beat, but tends to be merely pleasant or businesslike.**  **a)** Occasional run-ons, comma splices and fragments are present.  **b)** Connectives (e.g. introductory words/phrases, conjunctions, and transitions) are present but occasionally awkward.  **c)** Parts of the text are difficult to read aloud  **d)** Writing uses simple that are perfectly formed; simple and compound sentences and phrases almost exclusively. | **The writing has an easy  flow, rhythm, and cadence**  **a)** Writing has few or no run-ons, fragments, comma-splices or awkward constructions.  **b)** Connectives (e.g. introductory words/phrases, conjunctions and transitions) are appropriately used. **c)** The text flows when read aloud.  **d)** Writing uses simple sentences perfectly, as well as compound and complex sentences and phrases with some control. | **The writing is mature and sophisticated with a varied and purposeful structure.**  **a)** Sentence construction is free of errors and/or is stylistically sound.  **b)** Connectives (e.g. introductory words/phrases, conjunctions, and transitions) use is sophisticated.  **c)** The writing has cadence and flow when read aloud.  **d)** Writing uses simple, compound, complex, and compound-complex sentences and phrases effectively. |
| **CONVENTIONS**  How much editing would have to be done to be ready to share with an outside source? | **Errors in standard English grammar repeatedly distract the reader and make text difficult to read.**  **a)** Spelling errors are frequent, even on common words  **b)** Punctuation is missing or incorrect.  **c**) Capitalization is random.  **d)** Errors in grammar or Usage are very noticeable  **e)** Paragraphing is missing or extremely weak  **f)** The reader must read once to decode, then again for meaning\*\*  **g)** The writer frequently uses the indefinite “you” | **The writing demonstrate and emerging control over a limited range of standard writing conventions.** **a)** Spelling is usually correct or reasonably phonetic on common words  **b)** End punctuation is usually correct.  **c)** Most words are capitalized correctly.  **d)** Problems with grammar and usage are not serious  **e)** Paragraphing is attempted  **f)** Moderate (a little of this, a little of that) editing\*\*  **g)** The writer generally avoids the indefinite “you” | **The writer demonstrates a command of standard writing conventions**  **a)** Spelling is generally correct.  **b)** There are few, if any, punctuation errors.  **c)** Capitalization skills are present.  **d)** Grammar and usage errors are few  **e)** Paragraphing tends to be sound  **f)** The writer avoids the indefinite “you”\*\* | **The writer uses standard writing conventions as a stylistic tool** **to deepen the readers’ interaction with the central idea/theme.**  **a)** Spelling is correct.  **b)** Punctuation is accurate.  **c)** There are no errors in capitalization.  **d)** Grammar and usage are correct.  **e)** Paragraphing is correct and logical.  **f)**  Spelling, grammar, and punctuation conventions are manipulated for stylistic effect.\* |
| **Presentation/ Publication**  Does the research formatting insure there are no plagiarism errors? Meet the teacher’s expectations for formatting guidelines? | **Formatting errors are distracting and create plagiarism (intended and/or unintended).**  **a)** Expectations for assigned formatting are incomplete or missing e.g.-length, fonts, margins, pagination, and headers/footers.  **b)** References including quotes, graphs, tables, and images are seldom cited to support statements.  **c)** Required components are incomplete or missing--e.g.-title page, abstract, bibliography, etc.  Research: Student does not use due diligence and uses few or no peer-reviewed and unbiased resources that support the controlling idea. | **Formatting demonstrates an attempt to meet presentation requirements. Some errors create unintended plagiarism.**  **a)** An attempt was made to meet assigned formatting requirements but may be partial or contain some errors e.g.-length, fonts, margins, pagination, and headers/footers.  **b)** Although attributions are occasionally given, many statements seem unsubstantiated; the source of information and ideas is unclear.  **c)** Most required components are present but may be partial or incomplete--e.g.-title page, abstract, bibliography, etc.  Research: Student uses (with due diligence) a few peer-reviewed and unbiased resources that support the controlling idea. | **Formatting is clean and there are few errors with the research standard assigned.**  **a)** Assigned formatting requirements are met with few errors e.g.-length, fonts, margins, pagination, and headers/footers.  **b)** Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.  **c)** Required components are present and contain few, if any, errors--e.g.-title page, abstract, bibliography, etc.  Research: Student uses (with due diligence) mostly peer-reviewed and unbiased resources that support the controlling idea. | **Formatting could be used as a model for future research projects.**  **a)** Formatting requirements are met with no errors e.g.-length, fonts, margins, pagination, and headers/footers.  **b)** Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.  **c)** Required components are correct and could be used as model for other projects --e.g.-title page, abstract, bibliography, etc.  Research: Student uses (with due diligence) only peer-reviewed and unbiased resources that support the controlling idea. |