

Bethlehem Central School District
Special Education Writing Rubric for High School
 (based on NYS ELA Regents Rubric)

	1	2	3	4 Proficient	5	6
Meaning: extent to which response exhibits sound understanding, interpretation, analysis of the task and/or texts	Provides minimal or no evidence of understanding; makes no connections; no evidence of following directions of task	Conveys a confused or inaccurate understanding; alludes to text or tasks, makes unclear or unwarranted connections	Conveys a basic understanding; makes few or superficial connections;	Conveys a basic understanding; makes implicit connections; follows some directions of task	Conveys a thorough understanding of the text/task; makes connections; follows most directions of task	Controlling idea with in-depth analysis and insightful connections; follows all directions of task
Development: extent to which ideas are elaborated using specific and relevant evidence	Ideas are minimal with no evidence of development; absence of relevant content	Ideas are incomplete or largely undeveloped, content is limited, vague, irrelevant or repetitive; lacks examples	Develop ideas briefly; makes use of some details	Develops some ideas more fully than others, makes use of specific and relevant details	Develops ideas clearly and consistently, makes use of relevant and specific details	Develops ideas clearly and fully, makes effective use of wide range of relevant and specific detail
Organization: extent to which the response exhibits direction, shape, and coherence	Shows no focus or organization	Lacks an appropriate focus but suggests some organization, or suggests a focus but lacks organization	Establishes, but fails to maintain focus; exhibits a rudimentary structure but may include some inconsistencies or irrelevancies	Maintains a clear and appropriate focus, exhibits a logical sequence of ideas but may lack internal consistency	Maintains a clear and appropriate focus, exhibits a logical sequence of ideas through use of appropriate devices and transitions; developed introduction, body, and conclusion	Maintains a clear and appropriate focus, exhibits a logical and coherent structure through skillful use of appropriate devices and transitions; well developed introduction, body, and conclusion
Language Use: extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence	Language use is minimal; uses language that is predominantly incoherent, or copied directly from text or task; frequent errors in	Uses language that is imprecise or unsuitable for the audience or purpose, reveals little awareness of	Relies on basic vocabulary, with little awareness of audience or purpose, exhibits some attempt to vary sentence structure or	Uses appropriate language, with some awareness of audience and purpose, occasionally makes effective use of sentence structure	Uses language that is fluent and original, with evident awareness of audience and purpose, varied length of sentences to control rhythm	Stylistically sophisticated, using language that is precise and engaging, with an awareness of audience and purpose, varied structure and length of sentences to enhance

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structure, and sentence variety	word usage, run-on sentences, sentence fragments	how to use sentence structure or length to achieve an effect	length for effect, but with uneven success;	and length; errors in word usage, some run-on sentences or sentence fragments, weak use of vocabulary	and pacing	meaning; uses complex sentence structure with challenging vocabulary
Conventions: (rate for each convention) extent to which response exhibits conventional <ul style="list-style-type: none"> • spelling, • punctuation, • paragraphing, • capitalization, • grammar, • usage 	Use of language is minimal making an assessment of conventions unreliable, may be illegible or not recognizable as English	Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension	Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension	Demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language	Demonstrates control of conventions with essentially no errors, even with sophisticated language

Grading: to convert to a grade 6=100; 5=84; 4=68; 3=52; 2=36; 1=20; score each writing quality and convert to a grade. For conventions, score each convention and then average before converting to a grade. Add scores and average.