

MS

Content-Area Writing Rubric

| Quality | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 |
|---|---|---|---|---|
| <p>Meaning: the extent to which the response demonstrates solid understanding, interpretation, and analysis of the task and/or text</p> | Fulfills all requirements of the task Demonstrates a thorough understanding of the task and/or text | Fulfills some requirements of the task Demonstrates a predominantly literal understanding of the task and/or text | Fulfills few requirements of the task May demonstrate some misunderstanding of the task and/or text | May demonstrate very little understanding of the task and/or text |
| <p>Development: the extent to which ideas are elaborated and explained using specific and relevant evidence from the task and/or text</p> | Makes effective use of relevant and accurate details to further elaborate and explain ideas to support the response | Uses some relevant and accurate details to explain ideas to support the response | Uses few relevant and accurate details to support the response | May use no details or irrelevant details to support the response |
| <p>Organization: the extent to which the response is focused, clear, has logical direction</p> | Maintains a clear focus Is fluent and easy to read | Maintains a predominantly clear focus Is easy to read | Attempts to maintain or establish a clear focus May be somewhat difficult to read | Does not establish a clear focus May be difficult to read |
| <p>Language Use: the extent to which the response shows an awareness of audience through effective use of words, sentence structure, and voice</p> | Sentences are clear and complete ; some are longer than others Contains challenging content-area vocabulary | Sentences are usually complete ; some variety in structure and length Contains grade-level content-area vocabulary | Uses predominantly simple sentences with some sentence fragments Contains some grade-level content-area vocabulary | Many incomplete or poorly constructed sentences with fragments and/or run-ons Contains below-grade-level content-area vocabulary |
| <p>Mechanics: the extent to which the response exhibits conventional spelling, punctuation, capitalization, and grammar</p> | Response contains few errors, if any , in spelling, punctuation, capitalization, and grammar None that interfere with readability and comprehension. | Response contains some errors in spelling, punctuation, capitalization, and grammar May interfere with readability but not comprehension. | Response contains many errors in spelling, punctuation, capitalization, and grammar Interferes with readability and comprehension. | Response demonstrates lack of control of the conventions of written English Writing is almost impossible to read |