

Grades 9-12 English
Composition Writing Rubric

Please note: This rubric is for all high school ELA courses and grade levels. Teachers choose a few rows to be the Focus Correction Areas for each assignment. Once the rows are selected, teachers identify the column that would show “mastery” for that grade level. For example, for a 9th grader working on a thesis statement, the criteria listed under Proficient may be selected as the goal. For a 12th grader writing a thesis statement, the criteria under Advanced may be the goal. The idea is that students can see the whole rubric, so they can work towards the next level when ready.

			Inadequate	Developing	Proficient	Skilled	Advanced	
O v e r a l l	Focus on Task	Writing is appropriate to task, purpose, and audience.		<u>Unidentifiable or inappropriate</u> to the task, purpose, and audience	<u>Emerging or Somewhat appropriate</u> to the task, purpose, and audience	<u>Focused and Appropriate</u> to the task, purpose, and audience	<u>Comprehensive and consistently appropriate</u> to the task, purpose, and audience	<u>Effective and compelling</u> response to the task, purpose, and audience
	C o n t e n t	Intro and thesis	Relevant introduction	<u>Missing, lackluster or simplistic.</u>	<u>Basic connection</u> to topic.	<u>Relevant and somewhat previews</u> the topic	<u>Relevant, offers context and prepares the reader</u> for the topic.	<u>Grabs the reader's attention, offers context, and thoroughly prepares</u> for the topic.
Clear topic/thesis & Claims			<u>Unidentifiable or missing</u>	Emerging or incomplete	Clear and relevant	Clarified and comprehensive	Compelling and sophisticated	
Evidence		Facts, data, definitions, details, quotes, and examples develop the topic/position	Relevant	Irrelevant <u>evidence</u> to support topic/position	<u>Draws mostly relevant evidence</u> to support topic/ position	<u>Draws relevant evidence</u> to support topic/position	<u>Effectively draws best evidence</u> to support topic/position.	<u>Sophisticated and varied evidence that deepens insight on the topic</u>
	Sufficient		<u>Missing/unclear</u> and cannot develop the topic / position.	<u>Insufficient amount</u> to adequately develop the topic/ position	<u>Sufficient amount</u> to develop the topic/position	<u>Sufficient and well-placed amount</u> to develop the topic/ position	<u>Thoughtful, varied in type, and plentiful amount</u> to develop the topic / position	
Analysis	Analysis reflects logical reasoning and progression of ideas.	Context	<u>Missing/unclear</u> framing of E	Context <u>somewhat</u> frames E.	Context <u>clearly and sufficiently</u> frames E	<u>Effective and smoothly incorporated</u> framing of E	Context <u>precisely and articulately</u> frames evidence	
		Analysis	Demonstrates <u>limited reasoning</u>	Demonstrates <u>somewhat clear reasoning</u>	Demonstrates <u>clear and logical reasoning</u>	Demonstrates <u>effective and</u>	Demonstrates <u>nuanced logic and independent thinking</u>	

Grades 9-12 English
Composition Writing Rubric

						<u>comprehensive reasoning</u>	
Conclusion	Development of the topic includes a conclusion that ties to and supports the topic/thesis.	Text may <u>fail to offer a conclusion</u>	Conclusion <u>merely restates</u> the development of the topic/thesis	Conclusion <u>ties to and supports</u> the topic/position	Conclusion provides the <u>implications and/or significance</u> of the topic/position	Conclusion brings a <u>fresh perspective</u> to the topic/position	

O r g a n i z a t i o n	Coherence	Essay is cohesive and purposefully structured to communicate and develop the topic / position	<u>Limited</u> structure and organization	<u>Attempts a structure</u> and organization	Structure and organization <u>aligned with the purpose.</u>	<u>Effective structure and organization</u> that is aligned with the purpose.	Structure and organization is <u>carefully crafted</u> to support the purpose.
		Structure of each paragraph is purposeful and contributes to the development of the topic/thesis	<u>Incoherent</u> paragraph structure.	<u>Missing or irrelevant</u> structure to paragraphs.	<u>Every paragraph</u> contributes to overall development of topic / position	Every paragraph contributes to overall development and writer <u>attempts variety of paragraph structure.</u>	Deliberate variety of paragraph structure contributes to topic / position.
	Cohesion	Text uses appropriate and varied transitions to link the sections and clarify relationships among ideas	Contains <u>few, if any,</u> transitions or connecting words.	Contains <u>limited</u> transitions or connecting words.	<u>Appropriate use</u> of transitions or connecting words.	<u>Skillfully uses</u> transitions or connecting words to <u>establish a relationship</u> between parts of the text	<u>Strategically uses</u> transitions or connecting words to clarify relationship to help reader follow argument/topic
L a n g u a g e &	Syntax	Use of sentence structure is appropriate to task, purpose, audience, and discipline	<u>No attention</u> to syntax	<u>Minimal evidence of attention</u> to sentence structure	Sentence structure is <u>correct, but not varied</u>	<u>Adequate use of sentence variety</u>	<u>Deliberate and effective use of sentence variety</u> to enhance meaning

Grades 9-12 English
Composition Writing Rubric

S t y l e	Diction	Language, rhetoric and domain-specific vocab are used to advance the purpose	Includes <u>limited precise language</u>	Includes <u>some precise language</u>	Includes <u>some advanced vocabulary</u>	Includes <u>precise language and advanced vocabulary</u>	Includes <u>precise and sophisticated language and rhetoric</u>
	Conventions	Command of English Conventions consistent with edited writing and contribute to the meaning of the passage.	<u>Limited command</u> of English consistent with edited writing. <u>Multiple patterns of error</u> that <u>impede understanding</u> .	<u>Partial standard usage</u> of English consistent with edited writing. <u>Patterns of errors</u> that may <u>occasionally impede understanding</u> .	<u>Standard usage</u> English consistent with edited writing. <u>Some distracting errors</u> , but <u>overall meaning is clear</u> .	<u>Command English</u> consistent with edited writing. <u>Some errors</u> that are <u>not distracting and overall meaning is clear</u> .	<u>Full command</u> of English consistent with edited writing. <u>Few minor errors</u> and <u>meaning is clear throughout the response</u> .
P r o c e s s	Professional Revised	Completeness, timeliness, and attention to details. Corrections made based on feedback	<u>Significantly late or incomplete</u> . <u>Minimal revisions</u> .	<u>Late or incomplete</u> . <u>Some revisions</u> .	<u>Complete and follows guidelines</u> . <u>Adequate revisions</u> .	<u>Neat and thorough</u> . <u>Substantive revisions</u> .	<u>Publishable quality</u> . <u>Independently sought out</u> additional revisions
	Additional Areas of Focus						