

## Writing Appeal Scoring Rubric

|  | 1<br>Does Not Meet   | 2<br>Partially Meets  | 3<br>Meets  | 4<br>Exceeds  |
|--|--|---|---|---|
| Content and Ideas  | Student demonstrates no understanding of the reading and/or writing task. Writing is extremely limited in communicating knowledge and ideas. It is obvious the author did not clearly comprehend the writing task or is unable to put thoughts into an appropriate and critical response. The response uses a “stream of consciousness” or free association approach. The response is under-developed and lacks full development of the author’s central idea. | Student partially recognizes main idea from reading, but some critical information is missing. The writing is limited in communicating knowledge. He/she may be on the right track, but the reader is left with questions and confusion. Lacks adequate context and/or details. | Student recognizes topic, main idea, and supporting details of the reading, but the response may include some unnecessary details. Overall, the writing appropriately responds to the chosen prompt and shows an ability to actively read, comprehend, and effectively respond. | Student recognizes and clearly communicates topic and main idea from the reading; only important details are included in the response. The writing is confident, purposeful, and clearly focused. Reader feels all info needed has been provided and all questions answered.  |
| Purpose, Organization, Structure                             | The student does not respond to the task or replaces it with a simpler one. (i.e. The author has no separate paragraphs, or the indicated paragraphs have no distinct topics/function and do not connect to each other or to a given purpose. The response wanders. The reader is left unclear as to the overall purpose.  | Student writing may not respond objectively to task and demonstrates limited language and flawed logical structure. There are paragraphs, and some are clear, but they may include off topic ideas or digressions from the given thesis/purpose. Transitions are lacking.       | Student writing responds objectively to task in language and utilizes logical structure. The response contains a clear and workable thesis statement, smooth transitional devices, distinct main ideas, and fully developed supporting details.                                 | Student writing responds objectively to task and demonstrates advanced command of language and logical structure. The paragraphs flow smoothly together with effective, fluid transitions. The ordering of ideas is logical and natural, and each paragraph ties back clearly to the given purpose/thesis. There are no digressions or off topic ideas. |
| Recognizing tone and purpose, drawing inferences/conclusions | Student demonstrates no understanding of tone or purpose and draws no inferences from the reading.   | Student demonstrates partial understanding of tone and purpose or draws limited logical inferences from the reading.  | Student demonstrates understanding of tone and purpose and draws logical inferences from the reading.   | Student demonstrates advanced understanding of tone and purpose by drawing sophisticated inferences from the reading.   |
| Word Choice, Sentence Variety, and Voice                     | Each sentence is of similar construction and may be consistently short and choppy in nature and/or long and awkward. Writing shows no sense of audience or personal voice, and there is minimal use of a more extended vocabulary.   | A clear sense of audience is missing, and the author’s voice is absent from the writing. It is dull and lackluster. The language is flat, vague, and trite with little to no sentence structure variety.  | The author uses a variety of sentence structures correctly while maintaining appropriate tone and vocabulary for target audience. Voice is clear.   | The author’s voice is well developed, confident, strong, and shows a clear sense of audience. Each paragraph utilizes varied sentence structure and word choice to fully convey meaning.  |
| Conventions  | It appears the author made no successful attempt to revise or edit. The writing includes major sentence-level errors throughout the response to the point of distraction and confusion. The author demonstrates lack of spelling strategy knowledge. Misused prepositions and articles may also be present.  | Some revision and editing are seen, but many errors remain. The errors are substantial enough to cause confusion in meaning. Spelling strategies are lacking, and other errors of concern, like subject-verb agreement, are still present.                                      | Shows knowledge of the writing process by revising and editing for mistakes. Not perfect copy, but the remaining errors are not distracting from the meaning and are either few or minor in nature.   | A polished final draft with few <b>and</b> only minor grammatical errors. It is obvious the author has taken care to revise and edit carefully before submitting. Shows knowledge about and confidence in executing grammar rules.  |

### Writing Appeal Scoring Rubric

|  | 1<br>Does Not Meet   | 2<br>Partially Meets  | 3<br>Meets  | 4<br>Exceeds  |
|--|--|---|---|---|
| Content and Ideas  | Student demonstrates no understanding of the reading and/or writing task. Writing is extremely limited in communicating knowledge and ideas. It is obvious the author did not clearly comprehend the writing task or is unable to put thoughts into an appropriate and critical response. The response uses a “stream of consciousness” or free association approach. The response is under-developed and lacks full development of the author’s central idea. | Student partially recognizes main idea from reading, but some critical information is missing. The writing is limited in communicating knowledge. He/she may be on the right track, but the reader is left with questions and confusion. Lacks adequate context and/or details. | Student recognizes topic, main idea, and supporting details of the reading, but the response may include some unnecessary details. Overall, the writing appropriately responds to the chosen prompt and shows an ability to actively read, comprehend, and effectively respond. | Student recognizes and clearly communicates topic and main idea from the reading; only important details are included in the response. The writing is confident, purposeful, and clearly focused. Reader feels all info needed has been provided and all questions answered.  |
| Purpose, Organization, Structure                             | The student does not respond to the task or replaces it with a simpler one. (i.e. The author has no separate paragraphs, or the indicated paragraphs have no distinct topics/function and do not connect to each other or to a given purpose. The response wanders. The reader is left unclear as to the overall purpose.  | Student writing may not respond objectively to task and demonstrates limited language and flawed logical structure. There are paragraphs, and some are clear, but they may include off topic ideas or digressions from the given thesis/purpose. Transitions are lacking.       | Student writing responds objectively to task in language and utilizes logical structure. The response contains a clear and workable thesis statement, smooth transitional devices, distinct main ideas, and fully developed supporting details.                                 | Student writing responds objectively to task and demonstrates advanced command of language and logical structure. The paragraphs flow smoothly together with effective, fluid transitions. The ordering of ideas is logical and natural, and each paragraph ties back clearly to the given purpose/thesis. There are no digressions or off topic ideas. |
| Recognizing tone and purpose, drawing inferences/conclusions | Student demonstrates no understanding of tone or purpose and draws no inferences from the reading.   | Student demonstrates partial understanding of tone and purpose or draws limited logical inferences from the reading.  | Student demonstrates understanding of tone and purpose and draws logical inferences from the reading.   | Student demonstrates advanced understanding of tone and purpose by drawing sophisticated inferences from the reading.   |
| Word Choice, Sentence Variety, and Voice                     | Each sentence is of similar construction and may be consistently short and choppy in nature and/or long and awkward. Writing shows no sense of audience or personal voice, and there is minimal use of a more extended vocabulary.   | A clear sense of audience is missing, and the author’s voice is absent from the writing. It is dull and lackluster. The language is flat, vague, and trite with little to no sentence structure variety.  | The author uses a variety of sentence structures correctly while maintaining appropriate tone and vocabulary for target audience. Voice is clear.   | The author’s voice is well developed, confident, strong, and shows a clear sense of audience. Each paragraph utilizes varied sentence structure and word choice to fully convey meaning.  |
| Conventions  | It appears the author made no successful attempt to revise or edit. The writing includes major sentence-level errors throughout the response to the point of distraction and confusion. The author demonstrates lack of spelling strategy knowledge. Misused prepositions and articles may also be present.  | Some revision and editing are seen, but many errors remain. The errors are substantial enough to cause confusion in meaning. Spelling strategies are lacking, and other errors of concern, like subject-verb agreement, are still present.                                      | Shows knowledge of the writing process by revising and editing for mistakes. Not perfect copy, but the remaining errors are not distracting from the meaning and are either few or minor in nature.   | A polished final draft with few <b>and</b> only minor grammatical errors. It is obvious the author has taken care to revise and edit carefully before submitting. Shows knowledge about and confidence in executing grammar rules.  |