

Language Arts Literacy–Writing 6 Point Scoring Rubric (Student Version)

| When scoring use this rubric. | Inadequate Command | Limited Command | Partial Command | Adequate Command | Strong Command | Superior Command |
|--|--|--|--|---|--|--|
| Score | 1 | 2 | 3 | 4 | 5 | 6 |
| Content & Organization (What the writing piece is about and how the writer organized it) | May not have opening or closing | May not have opening or closing | May not have opening or closing | Generally has an opening and/or closing | Has an opening and closing | Has an opening and closing |
| | Does not answer the question or stay on topic | Tries to focus stay on topic | Usually focuses on one topic | Focuses on one topic | Focuses on one topic | Focuses on one topic |
| | | May get off topic or shift to another topic | Tries to be organized with some obvious difficulties | Ideas somewhat connected | Ideas are mostly clear and connected for the most part | Ideas are clear and connected |
| | No planning, unorganized | Tries to be organized | May lack smooth changes between ideas | There are smooth changes between ideas | Ideas are presented in an order that makes sense | Ideas are presented in an order that makes sense |
| | Does not have or barely has details, or details are random and not appropriate. | Few transitions or smooth changes between ideas | Details repeat themselves | Details are somewhat developed but not consistently | Mostly easy to read, flows nicely for the most part | Easy to read, flows nicely |
| Details lack description that could make the paper more interesting. | | Several details lack description | | Risks are attempted: dialogue, inner monologue, figurative language, etc. | Risks are taken and are successful: dialogue, inner monologue, figurative language, etc. | |
| Usage (How the writer uses his or her words) | No control over writing | Many errors or problems | Errors or problems may be obvious | Some errors or problems that don't mess up the meaning of the writing piece | Few errors or problems | Very few or no errors or problems |
| | Many errors or problems | | | | | |
| Sentence Construction (How the writer has chosen to write and set up the sentences.) | Many sentence fragments, run on sentences, or incorrect sentences, i.e. starting a sentence with and, but, or, so, because | All or most sentences start the same way, i.e. They did this. They did that. They did not. | Most sentences start the same way, i.e. They did this. They did that. They did not. | Some errors or problems that don't mess up the meaning of the writing piece | Few errors or problems | Very few or no errors or problems |
| | | Many errors. (See 1 pt. box for types of errors) | Some errors. (See 1 pt. box for types of errors) | | | |
| Mechanics (The punctuation, capitalization, etc. used by the writer.) | Errors so bad that they make the meaning of the writing piece unclear, i.e. no punctuation | Many serious errors or problems that may or may not take away from the meaning. | There is a clear pattern of errors, i.e. the writer continually forgets to use commas. | No error is continually repeated through the writing piece. | Few errors or problems | Very few or no errors or problems |
| | | | | Some errors that don't interfere with meaning. | | |
| Nonscorable Responses (Writing pieces that cannot be scored) | NR–no response | | | The writer did not write anything or wrote too little to allow a score to be given. i.e. writing one sentence or one paragraph when an essay is required. | | |
| | OT–off topic | | | The writer wrote something that did not answer the question being ask or did not respond to the topic presented. You will also receive this score if you only recopy the writing prompt. | | |
| | NE–not English | | | The writer wrote in a language other than English. | | |
| | WF–wrong format | | | The writer did not write in the proper format i.e. a letter, editorial, essay, poem, etc. The writing folder or answer sheet is blank because the writer wrote his or her response in the prewriting space or somewhere other than the correct spot. | | |