

Writing Rubric Student Score Guide

Directions:

1) Mentally, begin your scoring at the **3-POINT level**. 2) If the student receives credit for completion for **each of the areas in the 3-POINT level**, then move on to the 4-POINT level. 3) If the student does **NOT receive credit in each of next level's areas**, then the student earns the previous score. 4) **Reverse process** for decreasing score.

Unscorable

1. No effort

1-Point Essay

1. Loose focus on topic.
2. Lack of completeness or closure.
3. Little development of supporting ideas with generalizations and fragments.
4. Limited or inappropriate word choice, and frequent errors in sentence construction, usage, spelling, and punctuation.

2-Point Essay

1. Loses focus on topic.
2. Has beginning, middle and end, but may be brief.
3. Ideas repeated and little support.
4. Errors in basic sentence mechanics, usage, and punctuation, but common words are usually spelled correctly.

3-Point Essay

1. Generally on topic.
2. Essay is complete.
3. Support is apparent, but development may be uneven.
4. Response may lack a logical progression of ideas.
5. Generally, sentence mechanics and usage are demonstrated, and common words are spelled correctly.

The NPBS target minimum score is a 4-point score.

4-Point Essay Improvement/Differences

1. An identifiable organizational pattern is apparent (often transition words signal this pattern).
2. Support is apparent, and consistent.
3. Some sentence variation (compound and complex).
4. Logical progression of ideas.
5. Follows mechanics, usage, and spelling, and word choice is NOT limited, predictable, or vague.

5-Point Essay Improvements/Differences

1. Focused on topic.
2. Organizational pattern obvious and progressive.
3. Support is ample.
4. Mature command of language with consistent sentence variation.

6-Point Essay

1. Wow!

The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing devices. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.