

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT

4-Point Holistic Rubric for Scoring the Short-Constructed Responses on the Writing Subtests of the High School Graduation Qualifying Examination

4 Points

- the writer defines and stays on topic
- supporting details are relevant, develop the topic, and provide important information
- ideas and/or details are explicitly connected to the topic
- topic is developed in a logical, organized, sequential way
- words are accurate, specific, and appropriate for the purpose and audience
- colorful or figurative language may be attempted
- there is a variety of sentence structures
- sentences are purposeful, with clear transitions
- sentence structures are correct (few, if any, errors)
- grammar and usage are correct (few, if any errors)
- punctuation and capitalization are correct (few, if any, errors)
- spelling is generally correct, even on more difficult words (few, if any, errors)

3 Points

- writer defines and stays on topic but does not fully develop it
- supporting details are relevant but may be limited, overly general, or less important; main idea may not be clearly delineated from the details
- writer attempts to develop the topic in a logical, organized, sequential way but may falter
- ideas and/or details are connected with the topic implicitly rather than explicitly
- words are mostly accurate, specific, and appropriate for the purpose and audience
- sentence structures are simple but accurate
- there may be an attempt to vary sentence structures
- transitions between some sentences may be missing or unclear
- grammar and usage are mostly correct and do not impede meaning
- punctuation and capitalization are mostly correct and do not impede meaning
- spelling errors are limited to more difficult words and do not impede meaning

2 Points

- topic may be defined but not developed, or writing may be a collection of ideas from which no central topic emerges, or topic may be defined but writer digresses from it
- supporting details are minimal or many are irrelevant
- main idea is not clearly delineated from the details
- writer does not attempt to develop the topic in a logical, organized, sequential way; writing may be a list rather than a developed paragraph
- ideas and/or details are not connected with the topic, even implicitly
- some words are not accurate, specific, or appropriate for the purpose and audience
- sentences may be choppy or repetitive; there may be some sentence fragments
- there is no attempt to vary sentence structures
- transitions between sentences are missing or unclear
- errors in grammar and usage may impede meaning in some instances
- errors in punctuation and capitalization may impede meaning in some instances
- there are spelling errors in common words and may impede meaning in some instances

1 Point

- topic, idea, or story line is not defined
- supporting details are absent or irrelevant
- there is no evidence of organization; may be a brief list
- many words are not accurate, specific, or appropriate for the purpose and audience
- sentences are simple, repetitive; there may be many fragments
- errors in grammar and usage may severely impede meaning
- errors in punctuation and capitalization may severely impede meaning
- spelling errors are numerous and may severely impede meaning