

## APPENDIX 2: RUBRICS

### 6-POINT EXTENDED CONSTRUCTED-RESPONSE (ECR) SCORING RUBRIC FOR WRITING

#### 6 Points

*An effective, well-developed composition that fulfills the assigned purpose and demonstrates exceptional analytical thinking*

- Support and elaboration are complete and insightful, with specific and relevant details to enhance ideas
- Organizational plan is logical, focused, and enhances the composition's meaning
- Introduction, conclusion, and transitions are logical and effective, with refined sequencing and pacing
- Interactive attention is given to audience; voice is evocative
- Language is sophisticated with vivid and appealing word choices
- Sentences are purposeful and clear, with varied length, structure, and cadence
- Few or no errors are present in grammar, usage, spelling, and punctuation; errors do not interfere with meaning

#### 5 Points

*Well-developed composition that fulfills the assigned purpose and demonstrates sound analytical thinking*

- Support and elaboration are thorough, with specific and relevant details to develop ideas
- Organizational plan is logical and coherent
- Introduction, conclusion, and transitions are logical, with effective sequencing and pacing
- Detailed attention is given to audience; voice is distinctive
- Language is effective and purposeful, with precise word choices
- Sentences are purposeful, clear, and varied in length and structure
- Few errors are present in grammar, usage, spelling, and punctuation; errors do not interfere with meaning

#### 4 Points

*Complete composition that addresses the assigned purpose and demonstrates adequate analytical thinking*

- Support and elaboration may be uneven, with some details to develop ideas
- Organizational plan is established
- Introduction, conclusion, and transitions are appropriate, with predictable sequencing and pacing
- Attention is given to audience; voice is inconsistent
- Language is appropriate and familiar, with pedestrian word choices
- Sentences are grammatically correct, and vary in length and structure
- Errors may be present in grammar, usage, spelling, and punctuation; few errors interfere with meaning

### 3 Points

#### ***Oversimplified or incomplete composition that addresses the assigned purpose and demonstrates uneven analytical thinking***

- Support is incomplete or somewhat unclear, with few details to develop ideas
- Organizational plan is present, but lacks focus
- Introduction, conclusion, and transitions have lapses in sequencing and pacing
- Audience is given some attention; voice is indistinct
- Language is familiar, with basic or predictable word choices and some lapses in communication
- Sentences may be uneven and have grammatical lapses and have little variety in length and structure
- Many errors may be present in grammar, usage, spelling, and punctuation; few errors interfere with meaning

### 2 Points

#### ***Simple or incomplete composition that attempts to address the assigned purpose and demonstrates poor analytical thinking***

- Support is vague with underdeveloped ideas
- Organizational plan is weak
- Introduction, conclusion, and transitions may be absent; sequencing and pacing may be missing
- Attention to audience is limited; voice is minimal
- Language is vague and may be redundant, with limited or immature word choices
- Sentences may be incomplete or fragmented; sentence structure is awkward and may lack transitions
- Conspicuous errors may be present in grammar, usage, spelling, and punctuation; errors may interfere with meaning

### 1 Point

#### ***Deficient composition that attempts to address the assigned purpose and demonstrates little or no analytical thinking***

- Ideas may be random, confusing, repetitious, or consist of a bare list with little or no development of ideas
- Organizational plan is missing
- Introduction, conclusion, and transitions are absent; sequencing and pacing are missing
- No attention is given to audience; no voice is present
- Language is inaccurate and confusing, with immature word choices
- Sentences may be cumbersome and fragmented, with no variety in structure; transitions are absent
- Fundamental errors may be present in grammar, usage, spelling, and punctuation; errors may interfere with meaning

## **4-POINT EXTENDED CONSTRUCTED-RESPONSE (ECR) SCORING RUBRIC FOR GRADES 3–9 WRITING**

### **4 Points**

*An effective, well-developed paragraph that fulfills the assigned purpose*

- Specific details support ideas
- Organizational plan is logical, with effective sequencing
- Word choices are effective and precise
- Transitions and sentence structure are purposeful and varied
- Few errors are present in grammar, usage, spelling, and punctuation
- Errors do not interfere with meaning

### **3 Points**

*A complete paragraph that addresses the assigned purpose*

- Details support ideas
- Organizational plan has predictable sequencing
- Word choices are purposeful, but pedestrian
- Transitions and sentence structures are simple, but accurate
- Some errors may be present in grammar, usage, spelling, and punctuation
- Few errors may interfere with meaning

### **2 Points**

*An oversimplified paragraph that addresses the assigned purpose*

- Some details support ideas
- Organizational plan has lapses; may be a list
- Word choices are basic or predictable
- Transitions and sentence structures are repetitive
- Many errors may be present in grammar, usage, spelling, and punctuation
- Few errors may interfere with meaning

### **1 Point**

*A deficient paragraph that attempts to address the assigned purpose*

- Few or no details support ideas; ideas may be random, confusing, repetitious, or consist of a bare list
- Organizational plan and sequencing are weak; may be a brief list
- Word choices are confusing and/or immature
- Sentence structures are repetitive and fragmented, with few or no transitions
- Predominant errors may be present in grammar, usage, spelling, and punctuation
- Errors may interfere with meaning

