

FAYETTE COUNTY WRITING RUBRIC LEVEL ONE

COMMAND	5 – Strong and Full	4 - Consistent	3 - Sufficient	2 - Minimal	1 – Little or No
IDEAS Weight x ____ TOTAL ____	<input type="checkbox"/> Fully addresses topic and all aspects of the prompt <input type="checkbox"/> Clear and strong thesis <input type="checkbox"/> Relevant ideas beyond class discussions <input type="checkbox"/> Supporting ideas are fully elaborated with examples, details, and evidence <input type="checkbox"/> Response is a fully developed essay	<input type="checkbox"/> Consistently focused on the topic and prompt <input type="checkbox"/> Clear thesis <input type="checkbox"/> Some relevant ideas beyond class discussion <input type="checkbox"/> Supporting ideas are consistently well developed with specific examples, details, and evidence <input type="checkbox"/> Response contains complete information	<input type="checkbox"/> Sufficiently focuses on the topic and prompt <input type="checkbox"/> Thesis is present but not clear <input type="checkbox"/> Ideas limited to class discussion <input type="checkbox"/> Most supports are relevant and supporting ideas are developed with some examples, details, and evidence <input type="checkbox"/> Response is at times well-developed, but parts are partially developed	<input type="checkbox"/> Minimally focused on the topic and prompt <input type="checkbox"/> Thesis is unclear <input type="checkbox"/> Ideas limited to class discussion <input type="checkbox"/> Supporting ideas are vague, general and/or undeveloped <input type="checkbox"/> Response lacks sufficient information	<input type="checkbox"/> Little or no focus on the topic and prompt; <input type="checkbox"/> No thesis <input type="checkbox"/> Ideas are unclear, irrelevant, and/or repeated <input type="checkbox"/> No supports <input type="checkbox"/> Response lacks a sense of completeness
ORGANIZATION Weight x ____ TOTAL ____	<input type="checkbox"/> Organization is appropriate with a strong, engaging introduction <input type="checkbox"/> Conclusion provides closure without repetition <input type="checkbox"/> Uses effective and varied transitional elements to link all elements; <input type="checkbox"/> Strong topic sentences supporting the thesis	<input type="checkbox"/> Organization is appropriate with a solid introduction <input type="checkbox"/> Conclusion provides closure without repetition <input type="checkbox"/> Varied transitional elements link parts of the paper <input type="checkbox"/> Topic sentences mostly support the thesis	<input type="checkbox"/> Organization is generally appropriate with an introduction <input type="checkbox"/> Conclusion provides closure <input type="checkbox"/> Transitions link parts of the essay <input type="checkbox"/> Topic sentences are weak and only somewhat support the thesis	<input type="checkbox"/> Organization is formulaic and/or inappropriate without an effective introduction <input type="checkbox"/> Conclusion may be lacking or limited to repetition of supports <input type="checkbox"/> Minimal use of transitions to link the paragraphs and ideas <input type="checkbox"/> Few of the topic sentences support the thesis	<input type="checkbox"/> No organizing strategy <input type="checkbox"/> Lacks an introduction and/or a conclusion <input type="checkbox"/> Lacks transitions or uses inappropriate transitions <input type="checkbox"/> Topic sentences do not support the thesis and/or are missing
STYLE Weight x ____ TOTAL ____	<input type="checkbox"/> Carefully crafted sentences create a sustained tone <input type="checkbox"/> Varied, precise, and engaging language <input type="checkbox"/> Sustained awareness of the audience throughout <input type="checkbox"/> Strong word choice <input type="checkbox"/> Extensive variety of sentence lengths, structure, and beginnings <input type="checkbox"/> Evocative or authoritative voice throughout response	<input type="checkbox"/> Language and tone enhance the essay <input type="checkbox"/> Awareness of the audience <input type="checkbox"/> Word choice is precise and engaging <input type="checkbox"/> Sentences vary in length and structure <input type="checkbox"/> Consistent and distinctive voice	<input type="checkbox"/> Language and tone are appropriate <input type="checkbox"/> Awareness of the audience in the majority of the essay <input type="checkbox"/> Word choice is generally interesting and appropriate (some slang or clichés) <input type="checkbox"/> Some variation in sentence length and structure <input type="checkbox"/> Clear and appropriate voice	<input type="checkbox"/> Language and tone are uneven <input type="checkbox"/> Minimal awareness of the audience <input type="checkbox"/> Word choice is simple, ordinary, and/or repetitive <input type="checkbox"/> Minimal, inconsistent, or indistinct voice <input type="checkbox"/> Minimal variation in sentence length and structure	<input type="checkbox"/> Language and tone are flat and/or inappropriate <input type="checkbox"/> Little or no awareness of the audience <input type="checkbox"/> Word choice is incorrect or confusing <input type="checkbox"/> Writer's voice is not apparent or controlled <input type="checkbox"/> Little or no sentence variety <input type="checkbox"/> Insufficient student writing
CONVENTIONS Weight x ____ TOTAL ____	<input type="checkbox"/> Full command of sentence structure <input type="checkbox"/> No major errors <input type="checkbox"/> All elements of usage are correct: agreement, word forms, tense <input type="checkbox"/> All elements of mechanics are correct: punctuation, spelling, capitalization <input type="checkbox"/> Infrequent, if any, errors	<input type="checkbox"/> Consistently correct sentence structure <input type="checkbox"/> Consistent clarity of meaning <input type="checkbox"/> Most elements of usage are correct (less than 3 different errors) <input type="checkbox"/> Most elements of mechanics are correct (less than 3 different errors) <input type="checkbox"/> Errors do not interfere with meaning	<input type="checkbox"/> Majority of sentences are formed correctly <input type="checkbox"/> Fragments and/or run-ons are present <input type="checkbox"/> Some sentences are unclear <input type="checkbox"/> Usage is generally correct (5+ different errors) <input type="checkbox"/> Mechanics are generally correct (5+ different errors) <input type="checkbox"/> Few errors interfere with meaning	<input type="checkbox"/> Simple sentences are formed correctly <input type="checkbox"/> Fragment and/or run-ons are frequent <input type="checkbox"/> Some end punctuation is incorrect or missing <input type="checkbox"/> Mixture of correct and incorrect usage (8+ different errors) <input type="checkbox"/> Mixture of correct and incorrect mechanics (8+ different errors) <input type="checkbox"/> Some errors interfere with meaning	<input type="checkbox"/> Unclear sentences <input type="checkbox"/> Fragments and/or run-ons are frequent <input type="checkbox"/> End punctuation is lacking or incorrect <input type="checkbox"/> Frequent and severe errors in usage <input type="checkbox"/> Frequent and severe errors in mechanics <input type="checkbox"/> Errors interfere with meaning <input type="checkbox"/> Insufficient writing
FORMAT Weight x ____ TOTAL ____	<input type="checkbox"/> Follows MLA exactly <input type="checkbox"/> Effectively integrates all quotations correctly <input type="checkbox"/> Proper parenthetical documentation <input type="checkbox"/> Uses Works Cited format correctly	<input type="checkbox"/> Follows MLA form <input type="checkbox"/> Integrates all quotations correctly <input type="checkbox"/> Proper parenthetical documentation <input type="checkbox"/> Uses Works Cited format with few errors (less than 3)	<input type="checkbox"/> Follows MLA form <input type="checkbox"/> Integrates all quotations; awkward integration of some quotations <input type="checkbox"/> Some documentation errors (less than 5) <input type="checkbox"/> Works Cited contains some errors (less than 5)	<input type="checkbox"/> Serious errors in MLA form <input type="checkbox"/> Some quotations not integrated <input type="checkbox"/> Serious documentation errors in the paper and the Works Cited page	<input type="checkbox"/> Serious errors in MLA form <input type="checkbox"/> No quotations properly integrated <input type="checkbox"/> Missing documentation <input type="checkbox"/> Serious documentation errors on the Works Cited page

PLAGIARISM in ANY FORM will result in an automatic zero and a disciplinary referral. Refer to the Fayette County Student Handbook for more information.

ESSENTIAL WRITING COMPONENTS LEVEL ONE

IDEAS: the degree to which the writer established a controlling idea, or thesis, and elaborates the main points with examples, illustrations, facts, or details that are appropriate

Components:

- Thesis
- Supporting ideas
- Relevant details
- Depth of development
- Awareness of the purpose or prompt
- Sense of completeness

ORGANIZATION: the degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the prompt

Components:

- Overall plan
- Introduction/ Body/ Conclusion
- Sequence of ideas
- Grouping of ideas within paragraphs
- Organizing strategies
- Transitions

STYLE: the degree to which the writer controls language to engage the reader

Components:

- Word choice
- Fluency
- Audience awareness
- Voice
- Sentence variety

5 – A full and strong command of the component
4 – A consistent and moderately strong control of the component
3 – A sufficient and average control of the component
2 – A minimal and moderately weak control of the component
1 – A weak control of the component

Please be aware that the components are weighted differently according to the assignment. Generally, Ideas and Organization are weighted more heavily than Style, Conventions, and Format.

CONVENTIONS: the degree to which the writer demonstrates control of sentence formation, usage, and mechanics

Sentence Formation:

- Correctness
- Clarity of meaning
- Complexity
- End punctuation

Usage:

- Subject-verb agreement
- Standard word forms
- Verb tenses

Mechanics:

- Internal punctuation
- Spelling
- Paragraph breaks
- Capitalization

FORMAT: the degree to which the writer adheres to MLA guidelines

Components:

- Spacing and format
- Quote integration
- Parenthetical documentation
- Works Cited