

# Warren Hills English Language Arts Writing Task Rubric

Name: \_\_\_\_\_

Block: \_\_\_\_\_

		Innovative	Applying	Developing	Beginning	Not Applying
Reading Comprehension and Writing Process	Analysis	Demonstrates full comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis; (9-10 points)	Demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis; (8 points)	Demonstrates <b>basic</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis; (7 points)	Demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis; (6 points)	Demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate or no</b> analysis; (5 and fewer points)
	Focus + Topic	Addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to task, purpose, and audience; (9-10 points)	Addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to task, purpose, and audience; (8 points)	Addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to task, purpose, and audience; (7 points)	Addresses the prompt and provides <b>minimal</b> development of the claim or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience; (6 points)	Is <b>undeveloped and/or inappropriate</b> to task, purpose, and audience; (5 and fewer points)
	Textual Reference	Uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic; (9-10 points)	Uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic; (8 points)	Uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic; (7 points)	Uses <b>limited</b> reasoning and text-based evidence; (6 points)	Includes little to no text-based evidence; (5 and fewer points)
	Organization + Style	Is <b>effectively</b> organized with <b>clear and coherent</b> writing; Establishes and maintains an <b>effective</b> style. (9-10 points)	Is organized with <b>mostly clear and coherent</b> writing; Establishes and maintains a <b>mostly effective</b> style. (8 points)	Demonstrates <b>some organization</b> with <b>somewhat</b> coherent writing; Has a style that is <b>somewhat</b> effective. (7 points)	Demonstrates <b>limited</b> organization and coherence; Has a style that is <b>minimally</b> effective. (6 points)	Lacks organization and coherence; Has an <b>inappropriate</b> style (5 and fewer points)

	<p><b>Knowledge of Language and Conventions</b></p>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>. (9-10 points)</p>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>. (8 points)</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage, that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>. (7 points)</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage, that <b>often impede understanding</b>. (6 points)</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>. (5 and fewer points)</p>
--	---	--	---	--	---	---

Total Score: \_\_\_\_/50

<b>Performance Level Indicator</b>	<b>Innovative</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Applying</b>
<b>Assignment Score Range</b>	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>30-34 points</b>	<b>29 and fewer points</b>

**Commendations and Suggestions for Improvement:**