

HOLISTIC RUBRIC FOR WRITTEN PERFORMANCE

SCORE	DESCRIPTION
18-20	<p>A paragraph/essay at this level <u>largely accomplishes</u> all of the following:</p> <ul style="list-style-type: none"> ■ Effectively addresses the topic and task ■ Is well organized and well developed, using clearly appropriate explanations, and details ■ Displays unity and coherence ■ Displays consistent facility in the use of language with syntactic variety, appropriate word choice though it may have minor lexical or grammatical errors ■ Displays a consistent and accurate command over the mechanics (spelling, punctuation, capitalization, indentation) with few mistakes
15-17	<p>A paragraph/essay at this level <u>largely accomplishes</u> all of the following:</p> <ul style="list-style-type: none"> ■ Addresses the topic and task well, though some points may not be fully elaborated ■ Is generally well organized and well developed, using sufficient explanations and details ■ Displays unity and coherence, though it may contain occasional redundancy or unclear connections ■ Displays facility in the use of language with syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form that do not interfere with meaning ■ Displays a consistent and mostly accurate command over the mechanics (spelling, punctuation, capitalization, indentation) with few mistakes
11-14	<p>A paragraph/essay at this level <u>is marked by one or more</u> of the following:</p> <ul style="list-style-type: none"> ■ Addresses the topic and task using somewhat developed explanations and details ■ Presents information with some organization but there is a lack of overall progression ■ Displays unity and coherence, though connection of ideas may be occasionally obscured ■ May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning ■ Displays somewhat accurate command over the mechanics (spelling, punctuation, capitalization, indentation) with some mistakes
7-10	<p>A paragraph/essay at this level <u>may reveal one or more</u> of the following weaknesses:</p> <ul style="list-style-type: none"> ■ Limited development in response to the topic and task ■ Inadequate organization or connection of ideas ■ Inappropriate or insufficient explanations or details to support or illustrate generalizations in response to the task ■ An accumulation of errors in sentence structure and/or usage ■ Displays a weak command over the mechanics (spelling, punctuation, capitalization, indentation) and there are many mistakes some of which are repeated all through the work
4-6	<p>A paragraph/essay at this level <u>is seriously flawed by one or more</u> of the following weaknesses:</p> <ul style="list-style-type: none"> ■ Serious disorganization or underdevelopment ■ Little or no detail, or irrelevant specifics, or questionable responsiveness to the task ■ Serious and frequent errors in sentence structure or usage ■ A noticeably inappropriate choice of words or word forms ■ a very weak command over the mechanics (spelling, punctuation, capitalization, indentation) and there are many mistakes most of which are repeated all through the work
2-3	<p>A paragraph/essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, lacks organization with lots of spelling and sentence formation errors.</p>
1	<ul style="list-style-type: none"> ■ Out of topic or nothing written other than student's name

➤ No point(s) taken off if the word limit (for each level) is exceeded.