

LANGUAGE ARTS WRITING RUBRIC
 Performance Indicators
 (Holistic Scorepoint Description)
Grade 11-12

The following is a guideline to how the writing process is scored at the eleventh and twelfth grade level:

4 Mature	The writing is engaging, original, clear, and focused; ideas and content are richly developed and supported by details and examples where appropriate. Control or organization and transitions move the reader easily through the text. The voice and tone are authentic and compelling. Control of language and skillful use of writing conventions contribute to the effect of the presentation.
3 Capable	The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction, and sentence structure support meaning. Use of writing conventions is not distracting.
2 Developing	The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but rudimentary. Limited control of writing conventions may interfere with meaning some of the time.
1 Emerging	The writing has little focus and development; ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The writing demonstrates no control over voice and tone. Faulty sentence structure and limited vocabulary interfere with understanding. Limited control of writing conventions (such as spelling, grammar/usage, capitalization, punctuation, and/or indentation) makes the writing difficult to read.

Part 3-writing is not ratable if:

A) off-task; B) illegible; C) written in a language other than English; D) blank/refused to respond

CHECKLIST OF WRITING BEHAVIORS GRADES 9-11

Student _____ Grade _____ Teacher _____ Date _____

The Student:	Always	Frequently	Sometimes	Rarely
1. Displays a positive attitude toward all writing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is able to write effectively for an extended period of time if the level of writing requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Writes at a level of competency in the varied genres as dictated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is able to brainstorm to select an appropriate topic for the type of writing to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is able to edit his/her writing by making appropriate additions, deletions, and reorganizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Shows understanding of the writing process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responsibly participates in the peer editing process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Uses writing conventions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Sequences ideas logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates proper organization for the type of writing to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Has the ability to utilize a variety of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Writes effective introductions/ conclusions depending upon what is required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is able to publish his/her writing in a polished format when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Considers audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Shows improvement in writing over a period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Seeks opportunities to publish writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>