

Appendix 22: Elementary Analytic Writing Rubric - 2002

Writing Category: Content

The Content category describes how effectively the writer establishes a purpose, selects and integrates ideas related to content (i.e., information, events, emotions, opinions, and perspectives) and includes details (e.g., evidence, anecdotes, examples, descriptions, and characteristics) to support, develop, and/or illustrate ideas.

Level 5 - Outstanding

The writing is clear and strongly focused. Ideas and details support and enhance the central theme.

- The writing demonstrates an outstanding knowledge of the subject matter.
- The writing includes ideas and details which are very often creative and always purposeful.
- The writing reflects an outstanding control and development of content.
- The writing demonstrates an exceptional ability to shape and connect ideas.

Level 4 - Strong

The writing is clear and focused. Ideas and details support the central theme.

- The writing demonstrates a strong knowledge of the subject matter.
- The writing includes ideas and details which are often creative and purposeful.
- The writing reflects a strong control and development of content.
- The writing demonstrates a strong ability to shape and connect ideas.

Level 3 - Adequate

The writing is generally clear and focused. Support for the central theme is attempted but details may be general, not directly related to the theme, or limited in scope.

- The writing demonstrates a good knowledge of the subject matter.
- The writing includes ideas and details which tend to be predictable and routine.
- The writing reflects a good control and development of content.
- The writing demonstrates a satisfactory ability to shape and connect ideas.

Level 2 - Limited

The writing lacks clarity but has a discernable focus. Support for the central theme is sketchy and details may be repetitive.

- The writing demonstrates a limited knowledge of the subject matter.
- The writing includes ideas and details which are often unclear.
- The writing reflects a limited control and development of content, but still maintains a

- semblance of a central theme.
- The writing demonstrates a limited ability to shape and connect ideas.

Level 1 - Very Limited

The writing lacks clarity and focus and contains sketchy details.

- The writing demonstrates an unclear knowledge of the subject matter.
- The writing includes ideas and details which are always unclear.
- The writing reflects a very limited control and development of content so that no central theme emerges.
- The writing demonstrates a very limited ability to shape and connect ideas.

Writing Category: Organization

The Organization category describes how effectively the writer creates an opening and provides closure; establishes and maintains a focus; orders and arranges events, ideas, and/or details within each paragraph and within the work as a whole; establishes relationships between events, ideas, and/or details within each paragraph and within the work as a whole.

Level 5 - Outstanding

The organization enhances the central idea or theme. The order, structure, and presentation are compelling.

- The opening is compelling.
- Focus and coherence allow the writing to flow smoothly so that organizational patterns or structures are seamless.
- The writing demonstrates a purposeful and effective arrangement of events, ideas, and/or details.
- Transitions are smooth and cohesive.
- Effective closure reinforces unity and provides an outstanding sense of resolution.

Level 4 - Strong

The organization reinforces the central idea or theme. The order, structure, and presentation are purposeful and clear.

- The opening is strong and purposeful.
- Focus and coherence are usually maintained.
- The writing demonstrates a clear and effective arrangement of events, ideas, and/or details.
- Transitions are frequently effective and clearly connect events, ideas, and/or details.
- Closure reinforces unity and provides a clear sense of resolution.

Level 3 - Adequate

The organization develops the central idea or theme. The order, structure, and presentation are predictable.

- The opening is generally clear and has a sense of direction.
- Focus and coherence are generally maintained, but the flow is sometimes interrupted.
- The writing demonstrates a clear, but sometimes mechanical, arrangement of events, ideas, and/or details.
- Transitions generally work well, but sometimes the connections between ideas seem forced, inappropriate, or predictable.
- Closure contributes to unity, but the resolution tends to be obvious.

Level 2 - Limited

The organization does not develop the central idea or theme effectively. The order, structure, and presentation are weak and inconsistent, resulting in continual interruptions in flow.

- The opening is not always clear and has little direction.
- Focus and coherence falter frequently.
- The writing demonstrates a discernible, but weak and inconsistent, arrangement of events, ideas, and/or details.
- Transitions are rarely used and few connections are made.
- Closure, although present, is either too weak to tie the piece together, or only vaguely related to the opening.

Level 1 - Very Limited

The organization does not develop the central idea or theme. The writing lacks purpose and flow because ideas, details, or events are presented in random order.

- The opening is unclear and has no direction.
- Focus and coherence are lacking so that the flow of the writing is lost.
- The writing demonstrates an unclear or haphazard arrangement of events, ideas, and/or details.
- Transitions are lacking so that connections between ideas are fuzzy, incomplete, or perplexing.
- Closure is either inappropriate, unconnected, or missing.

Writing Category: Sentence Fluency

The Sentence Fluency category describes how effectively the writer constructs sentences. It includes the writer's ability to control syntax (i.e., the usage and arrangement of words to form a sentence, the arrangement of sentences within a paragraph) and to create variety in sentence type and length (i.e., simple, compound, and complex sentences).

Level 5 - Outstanding

The writing has an easy flow and rhythm. Sentence construction is complex and varied.

- The sentence structure is consistently logical and clear so that relationships among ideas are firmly and smoothly established.
- The writing is natural and fluent. It contains very effective phrasing so that each sentence flows easily into the next.
- Sentences vary in structure and length creating an extremely effective text.
- Fragments, when used, are deliberately chosen and effective.
- Dialogue, when used, always sounds natural.

Level 4 - Strong

The writing has flow, rhythm, and varied sentence construction.

- The sentence structure is often logical and clear so that relationships among ideas are established.
- The writing is natural and fluent. It contains effective phrasing, but occasionally a sentence may not flow smoothly into the next.
- Sentences vary in structure and length creating an effective text.
- Fragments, when used, are often effective.
- Dialogue, when used, usually sounds natural.

Level 3 - Adequate

The writing has some flow, rhythm, and variation in sentence construction, but it tends to be mechanical.

- The sentence structure generally is logical and clear, but the relationships among ideas are not consistently established.
- The writing is fluent. It shows good control over simple sentence structure, but variable control over more complex structures.
- Sentences vary in structure and length but a limited variation in pattern creates a somewhat mechanical text.
- Fragments, when present, occasionally work but generally seem the result of oversight.
- Dialogue, when used, usually sounds natural, but is sometimes a little forced or contrived.

Level 2 - Limited

The writing has little flow, rhythm, and variation in sentence construction.

- The sentence structure is often illogical or unclear so that relationships among ideas are only occasionally established.
- The writing lacks fluency. It shows some control over simple sentence structure, but no control over complex sentence structure.
- Sentences rarely vary in structure and length, creating a simple, rigid, mechanical text.
- Fragments, when present, are used ineffectively.
- Dialogue, when used, rarely sounds natural and more often seems forced or contrived.

Level 1 - Very Limited

The writing lacks flow and rhythm. Sentences, for the most part, are choppy, incomplete, rambling, irregular, and/or awkward.

- The sentence structure most often obscures meaning.
- Sentence fluency is jarring and unnatural.
- The writing shows that little or no attention has been given to sentence structure.
- Fragments are frequent and obscure meaning.
- Dialogue, if used at all, sounds monotonous and unnatural.

Writing Category: Voice

The Voice category describes how effectively the writer communicates in a manner that is expressive and engaging, thereby revealing the writer's stance toward the subject. Voice is evident when the writer shows a sense of his/her personality through the writing.

Level 5 - Outstanding

The writing reflects an outstanding ability to communicate in an expressive, sincere, and engaging voice.

- The writing consistently reflects the writer's conviction.
- The writing consistently brings the subject to life.

Level 4 - Strong

The writing reflects a strong ability to communicate in an expressive, sincere, and engaging voice.

- The writer's conviction is often apparent.
- The writing often brings the subject to life.

Level 3 - Adequate

The writing reflects a developed ability to communicate in an expressive and sincere, but not engaging voice.

- The writer's conviction is generally apparent.
- The writing occasionally brings the subject to life.

Level 2 - Limited

The writing reflects a limited ability to communicate in an expressive and sincere voice.

- The writer's conviction is rarely apparent.
- The writing rarely brings the subject to life.

Level 1 - Very Limited

The writing lacks an apparent voice.

- The writer's conviction is never apparent.
- The writing does not bring the subject to life.

Writing Category: Word Choice

The Word Choice category describes how effectively the writer chooses words and expressions for appropriateness, precision, and variety. Word Choice can create powerful imagery (i.e., it should help the reader picture people, places, and objects and sense feelings written about by the author). Figurative language (e.g., similes, metaphors, and personification) helps create vivid images.

Level 5 - Outstanding

Words and expressions are consistently powerful, vivid, and precise.

- The choice of words is consistently effective and deliberate.
- The choice of words is very often creative.
- The writing contains powerful imagery.
- Figurative language, when used, is consistently effective.

Level 4 - Strong

Words and expressions are often vivid and precise.

- The choice of words is often effective and deliberate.
- The choice of words is often creative.
- The writing contains strong imagery.
- Figurative language, when used, is often effective.

Level 3 - Adequate

Words and expressions are generally clear and precise.

- The choice of words is predominantly general and functional.
- The choice of words may be creative.
- The writing may contain simple imagery.
- Figurative language, when used, is generally predictable.

Level 2 - Limited

Words and expressions are rarely clear and precise.

- The choice of words is beginning to be ineffective.
- The choice of words is rarely creative.
- The writing contains imagery that is too general to be effective.
- Figurative language, when used, is rarely effective.

Level 1 - Very Limited

Words and expressions lack clarity and precision.

- The choice of words is ineffective.
- The choice of words lacks creativity.
- The writing does not contain imagery.
- Figurative language, if used at all, is ineffective and/or inappropriate.

Writing Category: Conventions

The Conventions category describes how effectively the writer controls grammar, punctuation, spelling, capitalization, paragraphing, legibility, and presentation. Conventions affect readability.

Level 5 - Outstanding

The writing reflects an outstanding grasp of standard writing conventions.

- The writing is almost error-free and demonstrates an outstanding control of standard writing conventions which enhances readability:
 - ⇒ Spelling is consistently correct.
 - ⇒ Grammar is consistently correct.
 - ⇒ Punctuation is consistently correct.
 - ⇒ Capitalization is consistently correct.
 - ⇒ Paragraphing is consistently appropriate.
 - ⇒ Work is consistently neat and legible.

- A wide range of conventions is intentionally used for stylistic effect.

Level 4 - Strong

The writing reflects a strong grasp of standard writing conventions.

- Despite the presence of a few errors, the effective control of standard writing conventions strongly contributes to readability:
 - ⇒ Spelling is mostly correct.
 - ⇒ Grammar is mostly correct.
 - ⇒ Punctuation is mostly correct.
 - ⇒ Capitalization is mostly correct.
 - ⇒ Paragraphing is mostly appropriate.
 - ⇒ Work is mostly neat and legible.

- Conventions are sometimes used for stylistic effect.

Level 3 - Adequate

The writing reflects a good grasp of standard writing conventions.

- Errors in the use of standard writing conventions may be present but readability is not affected:
 - ⇒ Spelling is generally correct.
 - ⇒ Grammar is generally correct.
 - ⇒ Punctuation is generally correct.
 - ⇒ Capitalization is generally correct.
 - ⇒ Paragraphing is generally appropriate.
 - ⇒ Work is generally neat and legible.
- Conventions may be used for stylistic effect.

Level 2 - Limited

The writing reflects a limited grasp of standard writing conventions.

- Errors in the use of standard writing conventions are frequent and are beginning to affect readability:
 - ⇒ Spelling is rarely correct.
 - ⇒ Grammar is rarely correct.
 - ⇒ Punctuation is rarely correct.
 - ⇒ Capitalization is rarely correct.
 - ⇒ Paragraphing is rarely appropriate.
 - ⇒ Work is rarely legible.
- Conventions are rarely used for stylistic effect.

Level 1 - Very Limited

The writing reflects a very limited grasp of standard writing conventions.

- Errors in the use of standard writing conventions are so frequent and so severe that readability is seriously affected:
 - ⇒ Conventional spelling is not used.
 - ⇒ Appropriate grammar is not used.
 - ⇒ Appropriate punctuation is not used.
 - ⇒ Appropriate capitalization is not used.
 - ⇒ Paragraphing is not used.

⇒ Work is illegible.

- Conventions are never used for stylistic effect.

Elementary Holistic Writing Rubric - 2002

Level 5 - Outstanding

- Outstanding content which is clear and strongly focused
- Compelling and seamless organization
- Easy flow and rhythm with complex and varied sentence construction
- Expressive, sincere, engaging voice which always brings the subject to life
- Consistent use of words and expressions that are powerful, vivid, and precise
- Outstanding grasp of standard writing conventions

Level 4 - Strong

- Strong content which is clear and focused
- Purposeful and coherent organization
- Consistent flow and rhythm with varied sentence construction
- Expressive, sincere, engaging voice which often brings the subject to life
- Frequent use of words and expressions that are often vivid and precise
- Strong grasp of standard writing conventions

Level 3 - Adequate

- Adequate content which is generally clear and focused
- Predictable organization which is generally coherent and purposeful
- Some flow, rhythm, and variation in sentence construction which tends to be mechanical
- A sincere voice which occasionally brings the subject to life
- Predominant use of words and expressions that are general and functional
- Good grasp of standard writing conventions, with few errors that do not affect readability

Level 2 - Limited

- Limited content which is somewhat unclear, but does have a discernible focus
- Weak and inconsistent organization
- Little flow, rhythm, and variation in sentence construction
- Limited ability to use an expressive voice that brings the subject to life

- Use of words that are rarely clear and precise
- Frequent errors in standard writing conventions which are beginning to affect readability

Level 1 - Very Limited

- Very limited content which lacks clarity and focus
- Awkward and disjointed organization
- Lack of flow and rhythm with awkward, incomplete sentences which makes the writing difficult to follow
- Lack of an apparent voice to bring the subject to life
- Words and expressions that lack clarity and are ineffective
- Frequent errors in standard writing that seriously affect readability

Elementary Holistic Reading/Viewing Rubric - 2002

Level 5 - Outstanding

- Outstanding ability to understand text critically, comments insightful and always supported from the text
- Outstanding ability to analyse and evaluate text
- Outstanding ability to connect personally with and among texts, with responses that extend on text
- Outstanding ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification)
- Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres)
- Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)

Level 4 - Strong

- Strong ability to understand text critically, comments often insightful and usually supported from the text
- Strong ability to analyse and evaluate text
- Strong ability to connect personally with and among texts, with responses that extend on text
- Strong ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Strong ability to interpret figurative language (e.g., similes, metaphors, personification)
- Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres)
- Strong ability to read orally (i.e., with phrasing, fluency and expression). Miscues do not affect meaning.

Level 3 - Adequate

- Good ability to understand text critically, comments predictable and sometimes supported from the text
- Good ability to analyse and evaluate text
- Adequate ability to connect personally with and among texts, with responses that extend on text
- Fair ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Adequate ability to interpret figurative language (e.g., similes, metaphors, personification)
- Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres)
- Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.

Level 2 - Limited

- Insufficient ability to understand text critically, comments rarely supported from the text
- Limited ability to analyse and evaluate text
- Insufficient ability to connect personally with and among texts, with responses that rarely extend on text
- Limited ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Limited ability to interpret figurative language (e.g., similes, metaphors, personification)
- Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres)
- Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.

Level 1 - Very Limited

- No demonstrated ability to understand text critically, comments not supported from text
- Very limited ability to analyse and evaluate text
- No demonstrated ability to connect personally with and among texts, with responses that do not extend on text
- Very limited ability to detect purpose and point of view (i.e., bias, prejudice, stereotyping, propaganda)
- Very limited ability to interpret figurative language (e.g., similes, metaphors, personification)
- Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres)
- Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

Elementary Holistic Listening Rubric - 2002

Level 5 - Outstanding

- Complex understanding of orally presented text, comments and other representations insightful and always supported from the text
- Outstanding ability to connect personally with and extend on orally presented text, with responses that consistently extend beyond the literal
- Outstanding ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda).
- Outstanding ability to listen attentively and courteously

Level 4 - Strong

- Strong understanding of orally presented text, comments and other representations often insightful and usually supported from the text
- Strong ability to connect personally with and extend on orally presented text, with responses that often extend beyond the literal
- Strong ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Strong ability to listen attentively and courteously

Level 3 - Adequate

- Good understanding of orally presented text, comments and other representations predictable and sometimes supported from the text
- Adequate ability to connect personally with and extend on orally presented text, with responses that sometimes extend beyond the literal
- Fair ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Fair ability to listen attentively and courteously

Level 2 - Limited

- Insufficient understanding of orally presented text, comments and other representations rarely supported from the text
- Insufficient ability to connect personally with and extend on orally presented text, with responses that are always literal
- Limited ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Limited ability to listen attentively and courteously

Level 1 - Very Limited

- No demonstrated understanding of orally presented text, comments and other representations not supported from text
- No demonstrated ability to connect personally with and extend on orally presented text, with responses that are disjointed or irrelevant
- Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, propaganda)
- Very limited ability to listen attentively and courteously

Elementary Holistic Speaking Rubric - 2002

Level 5 - Outstanding

- Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information)
- Outstanding ability to connect ideas (i.e., with clarity and supporting details)
- Consistent use of language appropriate to the task (i.e., word choice)
- Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Level 4 - Strong

- Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information)
- Strong ability to connect ideas (i.e., with clarity and supporting details)
- Usual use of language appropriate to the task (i.e., word choice)
- Usual use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Level 3 - Adequate

- Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information)
- Sufficient ability to connect ideas (i.e., with clarity and supporting details)
- Frequent use of language appropriate to the task (i.e., word choice)
- Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Level 2 - Limited

- Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (i.e., communicating information)
- Limited ability to connect ideas (i.e., with clarity and supporting details)
- Limited use of language appropriate to the task (i.e., word choice)
- Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Level 1 - Very Limited

- No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (i.e., communicating information)
- Very limited ability to connect ideas (i.e., with clarity and supporting details)
- Language not appropriate to the task (i.e., word choice)

- Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)