

Intermediate Analytic Writing Rubric - 2003

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 (i.e., evidence, anecdotes, examples, descriptions, and characteristics) to support, develop, and/or illustrate ideas in a unified manner which considers the audience.

Level 5 - Outstanding

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

- The writing demonstrates a good knowledge of the subject matter.
- The writing includes ideas and relevant details which tend to be predictable but purposeful.
- 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. Ideas and details are sketchy and repetitive.

- The writing demonstrates a limited knowledge of the subject matter.
- The writing includes ideas and details which are often unclear or irrelevant
- 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, promoting coherence and unity.

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 maintained with a consistent flow of ideas.
- The writing demonstrates a clear and effective arrangement of events, ideas, and/or details.
- Transitions are 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 clear and has a sense of direction.
- Focus and coherence are often maintained, but the flow is sometimes interrupted.
- The writing demonstrates a clear, but sometimes mechanical, arrangement of events, ideas, and/or details.
- Transitions work well, but sometimes the connections between ideas seem forced, 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, if present, 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 to convey meaning. It includes the writer's ability to control syntax (i.e., the usage and arrangement of words to form a sentence with the proper use of punctuation and capitalization, the arrangement of sentences within a paragraph) and to create variety in sentence type and length (i.e., simple, compound, and complex sentences). Sentence construction gives the reader a sense of the writer's style.

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 for stylistic purposes.
- Dialogue, when used, consistently sounds natural.

Level 4 - Strong

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

- The sentence structure is usually 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 a very effective text.
- Fragments, when used, are usually effective for stylistic purposes.
- Dialogue, when used, usually sounds natural.

Level 3 - Adequate

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

- The sentence structure is often logical and clear, and the relationships among ideas are usually established.
- The writing is fluent. It shows control over a variety of sentence structures.
- Sentences vary in structure and length creating an effective text.
- Fragments, when present, often work for stylistic purposes.
- Dialogue, when used, often 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 frequently illogical or unclear so that relationships among ideas are only occasionally established.
- The writing lacks fluency. It shows control over simple sentence structure, but limited control over complex sentence structure.
- Sentences occasionally vary in structure and length, creating a simple, rigid, mechanical text.
- Fragments, when present, are used indiscriminately.
- Dialogue, when used, occasionally sounds natural and occasionally seem 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 is illogical or unclear.
- 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.
- The writing demonstrates an outstanding sense of the writer's personality.

Level 4 - Strong

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

- The writing usually reflects the writer's conviction.
- The writing usually brings the subject to life.
- The writing demonstrates a strong sense of the writer's personality.

Level 3 - Adequate

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

- The writing often reflects the writer's conviction.
- The writing often brings the subject to life.
- The writing demonstrates an adequate sense of the writer's personality.

Level 2 - Limited

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

- The writing occasionally reflects the writer's conviction.
- The writing occasionally brings the subject to life.
- The writing rarely demonstrates the writer's personality.

Level 1 - Very Limited

The writing lacks an apparent voice.

- The writing rarely reflects the writer's conviction.
- The writing rarely brings the subject to life.
- The writing does not demonstrate the writer's personality.

Writing Category: Word Choice

The Word Choice (Diction) 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 (i.e., 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, appropriate and varied.
- The choice of words is consistently creative but not overdone.
- The writing consistently contains powerful imagery.
- Figurative language, when used, is consistently effective.

Level 4 - Strong

Words and expressions are usually vivid and precise.

- The choice of words is usually effective, appropriate and varied.
- The choice of words is usually creative but not overdone.
- The writing usually contains strong imagery.
- Figurative language, when used, is usually effective.

Level 3 - Adequate

Words and expressions are often clear and precise.

- The choice of words is often effective, appropriate and varied.
- The choice of words may be creative but not overdone.
- The writing often contains simple imagery.
- Figurative language, when used, is often predictable.

Level 2 - Limited

Words and expressions are occasionally clear and precise.

- The choice of words is occasionally effective, appropriate and varied.
- The choice of words is occasionally creative.
- The writing occasionally contains imagery.
- Figurative language, when used, is occasionally effective.

Level 1 - Very Limited

Words and expressions lack clarity and precision.

- The choice of words is rarely effective, appropriate and varied.
- The choice of words lacks creativity.
- The writing rarely contains imagery.
- Figurative language, if used at all, is rarely effective and/or appropriate.

Writing Category: Conventions

The Conventions category describes how effectively the writer controls grammar, punctuation, spelling, capitalization, paragraphing, and presentation. Conventions and legibility 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.
 - ⇒ A wide range of conventions is used.
 - ⇒ Minimal editing is needed.
- 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 usually correct.
 - ⇒ Grammar is usually correct.
 - ⇒ Punctuation is usually correct.
 - ⇒ Capitalization is usually correct.
 - ⇒ Paragraphing is usually appropriate.
 - ⇒ Many conventions are used.
 - ⇒ Minor editing is needed.
- 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 often correct.
 - ⇒ Grammar is often correct.

- ⇒ Punctuation is often correct.
- ⇒ Capitalization is often correct.
- ⇒ Paragraphing is often appropriate.
- ⇒ An adequate range of conventions is used.
- ⇒ Some editing is needed.

- 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 occasionally correct.
 - ⇒ Grammar is occasionally correct.
 - ⇒ Punctuation is occasionally correct.
 - ⇒ Capitalization is occasionally correct.
 - ⇒ Paragraphing is occasionally appropriate.
 - ⇒ A limited range of conventions is used.
 - ⇒ Much editing is needed.
- 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 rarely used.
 - ⇒ Appropriate grammar is rarely used.
 - ⇒ Appropriate punctuation is rarely used.
 - ⇒ Appropriate capitalization is rarely used.
 - ⇒ Paragraphing is rarely used.
 - ⇒ Conventions are rarely used.
 - ⇒ Extensive editing is needed.
- Conventions are never used for stylistic effect.

Intermediate Holistic Writing Rubric - 2003

Level 5 - Outstanding

- Outstanding content which is clear and strongly focused
- Compelling and seamless organization
- Writing has an easy flow and rhythm. Sentence construction is complex and varied.
- Expressive, sincere, engaging voice which consistently brings the subject to life
- Use of words and expressions that are consistently powerful, vivid, and precise
- Outstanding grasp of standard writing conventions

Level 4 - Strong

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

Level 3 - Adequate

- Adequate content which is generally clear and focused
- Predictable organization which is often coherent and purposeful
- Writing has some flow, rhythm, and variation in sentence construction
- A sincere voice which often brings the subject to life
- Use of words and expressions that are often clear and precise
- 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 occasionally 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
- Use of words that lack clarity and precision
- Frequent errors in standard writing that seriously affect readability

Intermediate Holistic Reading/Viewing Rubric - 2003

Level 5 - Outstanding

- Outstanding ability to understand text critically, consistently supported by insightful comments from the text
- Outstanding ability to analyse and evaluate text
- Outstanding ability to connect personally and critically 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 (i.e., similes, metaphors, personification)
- Outstanding ability to identify features of text (i.e., use of colour, line, shape, focal point, text size and font, diagrams, punctuation, capitalization, titles, subheadings, glossary, index) types of text (i.e., literature genres) and form (i.e., poetry - sonnet, lyrics/ song, free verse, cinquains, limericks, haiku)
- Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)

Level 4 - Strong

- Strong ability to understand text critically, usually supported by insightful comments from the text
- Strong ability to analyse and evaluate text
- Strong ability to connect personally and critically 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 (i.e., similes, metaphors, personification)
- Strong ability to identify features of text (i.e., use of colour, line, shape, focal point, text size and font, diagrams, punctuation, capitalization, titles, subheadings, glossary, index) types of text (i.e., literature genres) and form (i.e., poetry - sonnet, lyrics/ song, free verse, cinquains, limericks, haiku)
- 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, often supported by predictable comments from the text
- Good ability to analyse and evaluate text
- Good ability to connect personally with and among texts, with responses that extend on text
- Good ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Good ability to interpret figurative language (i.e., similes, metaphors, personification)
- Good ability to identify features of text (i.e., use of colour, line, shape, focal point, text size and font, diagrams, punctuation, capitalization, titles, subheadings, glossary, index) types of text (i.e., literature genres) and form (i.e., poetry - sonnet, lyrics/ song, free verse, cinquains, limericks, haiku)
- Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.

Level 2 - Limited

- Limited ability to understand text critically, occasionally supported by comments from the text
- Limited ability to analyse and evaluate text
- Limited ability to connect personally and critically 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 (i.e., similes, metaphors, personification)
- Limited ability to identify features of text (i.e., use of colour, line, shape, focal point, text size and font, diagrams, punctuation, capitalization, titles, subheadings, glossary, index) types of text (i.e., literature genres) and form (i.e., poetry - sonnet, lyrics/ song, free verse, cinquains, limericks, haiku)
- Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.

Level 1 - Very Limited

- Very limited ability to understand text critically, rarely supported by comments from text
- Very limited ability to analyse and evaluate text
- Very Limited ability to connect personally and critically 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 (i.e., similes, metaphors, personification)
- Very limited ability to identify features of text (i.e., use of colour, line, shape, focal point, text size and font, diagrams, punctuation, capitalization, titles, subheadings, glossary, index) types of text (i.e., literature genres) and form (i.e., poetry - sonnet, lyrics/ song, free verse, cinquains, limericks, haiku)
- Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

Intermediate Holistic Listening Rubric - 2003

Level 5 - Outstanding

- Outstanding ability to understand orally presented text critically, consistently supported by comments and other insightful representations from the text
- Outstanding ability to connect personally and critically 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 including the interpretation of language conventions (i.e., tone)

Level 4 - Strong

- Strong ability to understand orally presented text critically, usually supported by comments and other insightful representations from the text
- Strong ability to connect personally and critically with and extend on orally presented text, with responses that usually extend beyond the literal
- Strong ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Strong ability to listen attentively including the interpretation of language conventions (i.e., tone)

Level 3 - Adequate

- Good ability to understand orally presented text critically, sometimes supported by comments and other predictable representations from the text
- Good ability to connect personally and critically with and extend on orally presented text, with responses that sometimes extend beyond the literal
- Good ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda)
- Good ability to listen attentively including the interpretation of language conventions (i.e., tone)

Level 2 - Limited

- Limited ability to understand orally presented text critically, rarely supported by comments and other representations from the text
- Limited ability to connect personally and critically 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 including the interpretation of language conventions (i.e., tone)

Level 1 - Very Limited

- Very limited ability to understand orally presented text critically, not supported by comments and other representations from text
- Very limited ability to connect personally and critically 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 including the interpretation of language conventions (i.e., tone)

Intermediate Holistic Speaking Rubric - 2003

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)
- Language appropriate to the task (i.e., word choice) is consistently used
- Basic courtesies and conventions of speech/conversation (i.e., articulation, tone, intonation, expression, fluency, voice) are consistently used

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)
- Language appropriate to the task (i.e., word choice) is usually used
- Basic courtesies and conventions of speech/conversation (i.e., articulation, tone, intonation, expression, fluency, voice) are usually used

Level 3 - Adequate

- Good ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information)
- Good ability to connect ideas (i.e., with clarity and supporting details)
- Language appropriate to the task (i.e., word choice) is often used
- Basic courtesies and conventions of speech/conversation (i.e., articulation, tone, intonation, expression, fluency, voice) are often used

Level 2 - Limited

- Limited 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)
- Language appropriate to the task (i.e., word choice) is occasionally used
- Limited use of basic courtesies and conventions of speech/conversation (i.e., articulation, tone, intonation, expression, fluency, voice) are occasionally used

Level 1 - Very Limited

- Very limited 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) is rarely used
- Very limited use of basic courtesies and conventions of speech/conversation (i.e., articulation, tone, intonation, expression, fluency, voice) are rarely used