

## Primary Analytic Writing Rubric - 2001

### Writing Category: Content

The Content category describes how effectively the writer establishes a purpose, selects and integrates ideas (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 fair control and development of content.
- The writing demonstrates a fair 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 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, often 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, occasionally sounds natural, and 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 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).

**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.

**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.

**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.

**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.

**Level 1 - (Very Limited)**

Words and expressions lack clarity and precision.

- The choice of words is ineffective.
- The choice of words lacks creativity.

**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.
  - ⇒ 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.
  - ⇒ 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.
  - ⇒ 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.
  - ⇒ 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.
  - ⇒ Work is illegible.
- Conventions are never used for stylistic effect.

## Primary Holistic Writing Rubric - 2001

### 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 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
- Individualistic, 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 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 rarely 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 make the writing difficult to follow
- Lack of an apparent voice to bring the subject to life
- Words and expressions lack clarity and are ineffective
- Frequent errors in standard writing that seriously affect readability

---

## Primary Holistic Reading/Viewing Rubric - 2001

### Level 5 - Outstanding

- Complex understanding of text, comments insightful and always supported from the text
- Outstanding ability to personally connect with and extend on text, with responses that often extend beyond the literal
- Outstanding ability to detect point of view (i.e., bias, stereotyping, prejudice, inequality)
- Outstanding ability to interpret figurative language
- Outstanding ability to identify features of text and types of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index, literature genres)
- Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)

### Level 4 - Strong

- Strong understanding of text, comments often insightful and usually supported from the text
- Strong ability to personally connect with and extend on text, with responses that sometimes extend beyond the literal
- Strong ability to detect point of view (i.e., bias, stereotyping, prejudice, inequality)
- Strong ability to interpret figurative language
- Strong ability to identify features of text and types of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index, literature genres)
- Strong ability to read orally (i.e., with phrasing, fluency and expression). Miscues do not affect meaning.

### Level 3 - Adequate

- Good understanding of text, comments predictable and sometimes supported from the text
- Adequate ability to personally connect with and extend on text, with responses that are mostly literal
- Fair ability to detect point of view (i.e., bias, stereotyping, prejudice, inequality)
- Adequate ability to interpret figurative language
- Good ability to identify features of text and types of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index, literature genres)
- Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.

### Level 2 - Limited

- Limited understanding of text, comments rarely insightful or supported from the text
- Limited ability to personally connect with and extend on text, with responses that are always literal
- Limited ability to detect point of view (i.e., bias, stereotyping, prejudice, inequality)
- Limited ability to interpret figurative language
- Limited ability to identify features of text and types of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index, literature genres)
- Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.

**Level 1 - Very Limited**

- Very limited understanding of text, comments not insightful or supported from text
- Very limited ability to personally connect with and extend on text, with responses that are disjointed or irrelevant
- Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, inequality)
- Very limited ability to interpret figurative language
- Very limited ability to identify features of text and types of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index, literature genres)
- Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

---

## Primary Holistic Listening Rubric - 2001

### Level 5 - Outstanding

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

### Level 4 - Strong

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

### Level 3 - Adequate

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

### Level 2 - Limited

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

### Level 1 - Very Limited

- Very limited understanding of orally presented text, comments and other representations not insightful or supported from text.
- Very limited ability to personally connect 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, inequality).

## Primary Holistic Speaking Rubric - 2001

### Level 5 - Outstanding

- Demonstrates outstanding ability to critically listen, reflect, and respond to clarify information and explore solutions
- Demonstrates an outstanding ability to connect ideas (i.e., with clarity and supporting details)
- Consistently uses language appropriate to the task
- Consistently uses basic courtesies and conventions of conversation (e.g., tone of voice, appropriate volume)

### Level 4 - Strong

- Usually listens, reflects, and responds to clarify information and explore solutions
- Demonstrates a strong ability to connect ideas (i.e., with clarity and supporting details)
- Usually uses language appropriate to the task
- Usually uses basic courtesies and conventions of conversation (e.g., tone of voice, appropriate volume)

### Level 3 - Adequate

- Often listens, reflects, and responds to clarify information and explore solutions
- Often demonstrates the ability to connect ideas (i.e., with clarity and supporting details)
- Often uses language appropriate to the task
- Often uses basic courtesies and conventions of conversation (e.g., tone of voice, appropriate volume)

### Level 2 - Limited

- Occasionally listens, reflects, and responds to clarify information and explore solutions
- Limited ability to connect ideas (i.e., with clarity and supporting details)
- Limited use of language appropriate to the task
- Limited use of basic courtesies and conventions of conversation (e.g., tone of voice, appropriate volume)

### Level 1 - Very Limited

- Seldom listens, reflects, or responds to clarify information and explore solutions
- Very limited ability to connect ideas (i.e., with clarity and supporting details)
- Language not appropriate to the task
- Very limited use of basic courtesies and conventions of conversation (e.g., tone of voice, appropriate volume)