

Rubric for the Grade 11 Writing Prompt

Benchmark II-A: Demonstrate control of Standard English through the effective use of syntax.

Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.

Benchmark II-B: Demonstrate control of Standard English through the correct use of punctuation, capitalization and spelling.

Benchmark IV-C: Use formal for informal, literary or technical language appropriate for the purpose, audience, and context of the communication.

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Language Usage			<p>Language skills successfully support meaning; few, if any, errors in following:</p> <p><u>GRADES 4-9 and 11</u></p> <ul style="list-style-type: none"> • Subject/verb agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks • Capitals • Spelling <p><u>IN ADDITION TO THE ABOVE, GRADES 7-9 and 11 INCLUDE:</u></p> <ul style="list-style-type: none"> • Pronoun/antecedent agreement • Punctuation: semicolon 	<p>Language skills support meaning; several errors in some or all of the following:</p> <p><u>GRADES 4-9 and 11</u></p> <ul style="list-style-type: none"> • Subject/ verb agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks • Capitals • Spelling <p><u>IN ADDITION TO THE ABOVE, GRADES 7-9 and 11 INCLUDE:</u></p> <ul style="list-style-type: none"> • Pronoun/antecedent agreement • Punctuation: semicolon 	<p>Mistakes in grammar, mechanics, and usage render writing incomprehensible.</p>

Note: See the standards frameworks for a more complete iteration of the content limits eligible for assessment.

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Benchmark IV-A: Students write effectively for a variety of purposes and audiences.

Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Content/ Organization: (includes focus, development, organization)	The writing: <ul style="list-style-type: none"> • meets all requirements of the prompt; • stays fully focused on topic; • includes relevant information; • provides main ideas and specific, elaborated details that move beyond the obvious; • includes an inviting introduction, logical arrangements of ideas, and satisfying conclusion; and • maintains a clear order with transitions between ideas. 	The writing: <ul style="list-style-type: none"> • meets most of the prompt's requirements; • stays mostly focused; • includes mostly relevant information; • provides main idea but details are general or brief or obvious; • includes a recognizable introduction, arrangement of ideas, and conclusion; ideas may wander a bit; may be predictable; and • provides some connections between ideas with few transitions. 	The writing: <ul style="list-style-type: none"> • meets some of the prompt's requirements; • addresses a broad topic or focuses on a trivial point; • provides sketchy information that may be list-like; • begins or ends abruptly; arrangement of ideas is stilted or occasionally random; and • rarely uses transitions. 	The writing: <ul style="list-style-type: none"> • meets few of the prompt's requirements; • severely digresses from topic; • includes much irrelevant information; • does not provide main ideas or does not support them; details may be repetitious; • begins or ends abruptly with no introduction or conclusion; • there is little or no attempt to establish order; and does not connect ideas. 	The writing: <ul style="list-style-type: none"> • shows no evidence of purposeful organization; • is incoherent.

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Benchmark IV-B: Plan writing by taking notes, writing informal outlines. . .

Benchmark IV-C: Use formal for informal, literary or technical language appropriate for the purpose, audience, and context of the communication.

Benchmark IV-F: Edit one’s own work for grammar, style, and tone appropriate to audience, purpose and context.

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Style/Fluency (includes: voice, word choice, and vocabulary; sentence structure; legibility)	The writing: <ul style="list-style-type: none"> • is engaging; • uses accurate, precise vocabulary that is appropriate for audience and purpose; • uses active and precise verbs; • may use figurative language, imagery, and /or striking language; • is fluent and easy to read; • uses an effective variety of sentence beginnings, structures, and length; and • is readable, neat, and nearly error-free. 	The writing: <ul style="list-style-type: none"> • is occasionally engaging; • uses accurate but general word choice that is appropriate for the audience and purpose; • uses a mix of precise and general verbs; • uses familiar vocabulary and phrases with some striking language; • is generally fluent with occasional chopiness; • uses some variety of sentence beginnings, structures, and length; and • is mostly readable and neat. 	The writing: <ul style="list-style-type: none"> • is somewhat bland; • uses general word choice that may include occasional errors in word usage; • uses a few active verbs but most are imprecise or colorless (e.g., is, did, go); • uses familiar vocabulary and phrases; • uses a variety of sentence beginnings, structure, or length but has many rambling or choppy sentences; and • is readable but is somewhat sloppy. 	The writing: <ul style="list-style-type: none"> • is bland; • uses inaccurate or repetitive word choice that is occasionally inappropriate for audience and purpose; • uses passive, colorless, or imprecise verbs; • uses vague language or frequent clichés; • is incomplete or rambling; • uses simple, repetitive sentence beginning, structures, and lengths OR combines many sentences needlessly; and • has some unreadable sloppy portions. 	The writing: <ul style="list-style-type: none"> • uses isolated words, phrases, or random sentences.
Planning				Evidence of planning may include <u>but is not limited to:</u> <ul style="list-style-type: none"> • list • web • outline • t-chart 	No evidence of planning <i>for the essay written</i>