

Gorham High School
WRITING RUBRIC

Student Name:

CRITERIA	Distinguished 4	Proficient 3	Developing 2	Beginning 1
STATEMENT OF PURPOSE/THESIS Measure:	Claim or thesis is insightfully stated in the context of the introduction.	Claim or thesis is logically stated in the context of the introduction.	Claim or thesis is inadequately stated; not embedded properly in the introduction.	Claim or thesis is not stated; missing from the introduction.
CRITICAL THINKING AND ANALYSIS Measure:	Writing demonstrates sophisticated application and analysis of information; coherent and cohesive synthesis of ideas; thorough presentation of position, solution, or perspective(s); and detailed, insightful conclusions.	Writing demonstrates logical application and analysis of information; reasonable synthesis of ideas; adequate presentation of position, solution, or perspective(s); and valid conclusions.	Writing demonstrates inconsistent application and analysis of information; flawed or limited synthesis of ideas; insufficient presentation of position, solution, or perspective(s); and questionable or elementary conclusions.	Writing demonstrates flawed application and analysis of information; no synthesis of ideas; incomplete presentation of position, solution, or perspective(s); and illogical conclusions.
ORGANIZATION & IDEAS Measure:	Writing is organized effectively using transitional strategies, logical progression of ideas, compelling introduction and conclusion for appropriate audience.	Writing is organized logically using adequate transitional strategies, coherent progression of ideas, adequate introduction and conclusion for appropriate audience.	Organization of writing is inconsistent using minimal transitional strategies, uneven progression of ideas, may be missing weak introduction and conclusion for appropriate audience.	Writing is disorganized and lacking few if any transitional strategies. Progression of ideas is difficult to follow. Weak introduction and conclusion for appropriate audience.
ELABORATION OF EVIDENCE Measure:	Writing provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details.	Writing provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details.	Writing provides uneven support/evidence for the writer's claim that includes inconsistent use of sources, facts, and details; evidence taken out of context.	Writing provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details.
LANGUAGE AND VOCABULARY Measure:	The writing clearly and effectively expresses ideas. Vocabulary is engaging and appropriate for the audience and purpose.	The writing adequately expresses ideas. Vocabulary is appropriate for the audience and purpose.	The writing does not express ideas clearly. Vocabulary may at times be inappropriate for the audience and purpose.	The writing lacks clarity and is confusing. Vocabulary is limited; may make little sense to audience and purpose.
CONVENTIONS Measure:	The writing demonstrates command of mechanics and has few, if any, errors in usage and grammar.	The writing demonstrates adequate command of mechanics despite some errors in usage and grammar.	The writing demonstrates a partial command of mechanics; it has several errors in usage and grammar.	The writing demonstrates a lack of command of mechanics; it has frequent errors which obscure meaning.

Comments: