

ENGLISH III CONTENT RUBRIC

CONTENT: Position, Development, and Organization

Key Questions: *Does the writer present a clear position and share insightful information related to the given task? Does the writer’s use of the sources strengthen the position and show an understanding of both sources? Does the organizational structure enhance the writer’s ideas and make the essay easier to read?*

Score Point	4	3	2	1
	Consistent, though not necessarily perfect, control of the traits’ features; many strengths are present.	Reasonable control of the traits’ features; essay has some strengths and some weaknesses.	Inconsistent control of the traits’ features; weaknesses outweigh the strengths.	Little or no control of the traits’ features; a minimal attempt is made to develop an essay.
<p>A response in which there is evidence from only one of the two sources can receive no higher than a score of 2 in Content. A score of “3” or “4” cannot be assigned unless there is evidence from both sources.</p>				
POSITION	<ul style="list-style-type: none"> The writer’s position is sharply focused. 	<ul style="list-style-type: none"> The writer’s position is clear and generally focused. 	<ul style="list-style-type: none"> The writer’s position is vague or superficial. 	<ul style="list-style-type: none"> The writer’s position is unclear or absent.
DEVELOPMENT/USE OF SOURCES	<ul style="list-style-type: none"> The development is thorough. Supporting ideas include details that are specific, relevant, and accurate. Well-chosen evidence from BOTH sources strengthens the writer’s position and shows a thorough understanding of the sources. Information from both sources has been skillfully integrated. (The writer is effective at handling information from the source that may conflict with his or her position.) 	<ul style="list-style-type: none"> The development is adequate but may be uneven. Supporting ideas include details that are, for the most part, relevant and accurate. Sufficient and appropriate evidence from BOTH sources is used to support the writer’s position and shows an understanding of the sources. The writer elaborates on the source information (does more than summarize the sources). 	<ul style="list-style-type: none"> The development is inadequate. Supporting ideas may be repetitive or list-like or show gaps in thinking. There is evidence from only one source, or the response merely summarizes the sources, usually without explanation, or misrepresents the sources. 	<ul style="list-style-type: none"> The development is minimal. There are little or no supporting ideas, and details included are irrelevant and/or inaccurate. The connection between ideas may be confusing. There is no evidence from either source or the evidence shows a misunderstanding of the source(s). Essay is too brief to provide an adequate sample of writing; minimal attempt.
ORGANIZATION	<ul style="list-style-type: none"> The organizational strategy demonstrates evidence of planning and purposeful, logical progression of ideas. There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness. 	<ul style="list-style-type: none"> The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text with little confusion. The introduction, conclusion, and transitions often work well. 	<ul style="list-style-type: none"> There is an attempt at organization, but there may be digressions, repetition, or contradictory information. The introduction and conclusion are weak or may be missing. There may be a lack of adequate transitions. 	<ul style="list-style-type: none"> The response lacks an identifiable organizational strategy (random order). The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text.

The **Style** dimension evaluates the ways the student shapes and controls the language and flow of the essay. Features of Style include the following:

- word choice
- sentence fluency, including sentence structure and sentence variety
- the individual personality of the writing, voice

ENGLISH III STYLE RUBRIC

STYLE: Word Choice, Sentence Fluency, and Voice				
Key Questions: <i>Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
	Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	Reasonable control of the traits' features; the essay has some strengths and some weaknesses.	Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	Little or no control of the traits' features; a minimal attempt is made to develop an essay.
WORD CHOICE	<ul style="list-style-type: none"> • The use of language is purposeful and reinforces the writer's position. • Word choice is precise, effective, and includes some striking words and phrases as appropriate to the task. 	<ul style="list-style-type: none"> • The use of language is appropriate and communicates the writer's position. • Word choice is fitting; includes some interesting words and phrases. 	<ul style="list-style-type: none"> • The use of language is generic and does nothing to strengthen the writer's position. • Word choice is limited and/or repetitive. • Many words are used incorrectly. 	<ul style="list-style-type: none"> • Language is simple and/or may be inappropriate to the task. • Word choice is basic; words are used incorrectly. • Essay is too brief to provide an adequate sample of writing; minimal attempt.
SENTENCE FLUENCY	<ul style="list-style-type: none"> • Sentences are fluent and vary in length, structure, and beginnings. 	<ul style="list-style-type: none"> • Sentences are generally varied in length and structure, and most sentences have varied beginnings. 	<ul style="list-style-type: none"> • Sentences show little or no variety in length and structure and some may be awkward or lack fluency. Many sentences begin the same way leading to a monotonous reading. 	<ul style="list-style-type: none"> • The sentences are simple and lack variety, and their construction makes the response confusing and difficult to read.
VOICE	<ul style="list-style-type: none"> • The writer's voice (individual personality) is compelling and engaging. 	<ul style="list-style-type: none"> • The writer's voice is present but may not be particularly compelling. 	<ul style="list-style-type: none"> • The writer's voice is weak and/or inconsistent. 	<ul style="list-style-type: none"> • Voice is not evident.

The **Conventions** dimension measures student knowledge and control of the conventions of standard English.

CONVENTIONS RUBRIC

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on Louisiana’s [Language Standards](#) and the grade-appropriate skills identified on the [Language Progressive Skills Chart](#).

Sentence Formation: completeness and correct construction of different types of sentences

1	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

1	The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: correct punctuation and capitalization

1	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling: correct spelling of high-frequency and grade-appropriate words

1	The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.