

Sandwich High School, School Wide Rubric

Academic Expectation: Writing Across the Curriculum for a Variety of Purposes

| Performance Indicator | Exceeds Expectation | Meets Expectation | Working Toward Expectation | Has Not Met Expectation | Student Reflection | Teacher Reflection |
|-------------------------------------|---|--|---|--|---|---|
| Purpose and Audience | Addresses all parts of the writing task with skill. Shows complete understanding of purpose and audience. | Addresses all parts of the writing task adequately. Shows understanding of purpose and audience. | Addresses parts of the writing task. Shows basic understanding of purpose and audience. | Minimally addresses the writing task. Demonstrates no understanding of purpose and audience. | Exceeds Meets Working Has Not Met No Evidence | Exceeds Meets Working Has Not Met No Evidence |
| Organization & Clarity | Maintains consistent focus and point of view. Follows a logical organizational structure. Effectively uses transitions and lead-ins. Presents ideas clearly with unity and coherence. | Generally maintains a focus and point of view. Follows a clear organizational structure. Uses transitions and lead-ins. Generally presents ideas with unity and coherence. | Inconsistent focus and point of view. Inconsistent or unclear organizational structure. Ineffective or awkward transitions and/or lead-ins. May present some ideas with unity and coherence, but not all. | Lacks a point of view, focus, organizational structure, transitions and lead-ins. Presents ideas that are difficult to follow. Creates paragraphs that are jumbled and/or not developed. | Exceeds Meets Working Has Not Met No Evidence | Exceeds Meets Working Has Not Met No Evidence |
| Content | All points are fully developed and supported by specific, relevant detail throughout the paper (explanation, evidence, examples, figures, tables and/or graphs). | All main points are developed and supported by specific detail; some points may be less developed than others. Evidence supports most main points. | Some points are developed but others are overly general. | Insufficient response that does not develop points. Lacks supporting evidence or cites unrelated evidence. | Exceeds Meets Working Has Not Met No Evidence | Exceeds Meets Working Has Not Met No Evidence |
| Grammar/ Spelling/ Mechanics | Consistent application of the rules of grammar, usage, and mechanics. Sentence structure is consistently varied. | Few errors in grammar, usage and mechanics. Errors do not interfere with meaning. Sentence structure has some variation. | Some errors in grammar, usage and mechanics. Errors sometimes interfere with meaning. Little sentence structure variation. | Many errors in grammar, usage, sentence structure, and mechanics. Errors interfere with meaning. | Exceeds Meets Working Has Not Met No Evidence | Exceeds Meets Working Has Not Met No Evidence |
| MLA Documentation | Consistently provides accurate citation. (MLA documentation in form of parenthetical references and a Works Cited page) | Generally provides accurate citations, with no more than two errors. | Citation and Works Cited are present, but there are more than two errors. | Citation or Works Cited not present. | Exceeds Meets Working Has Not Met No Evidence | Exceeds Meets Working Has Not Met No Evidence |

Inspired by Biddeford School District <http://www.biddschools.org/Writing%20Rubric%209-22-10.pdf>