ConVal High School | Writing   Student Name _____   Assignment _____

	Exemplary	Accomplished	Developing	Beginning
Context	Skillfully selects and summarizes key ideas to establish context appropriate to audience by using **tools**. Establishes an insightful claim in the form of a thesis when responding to a given prompt.	Selects and summarizes key ideas to establish context appropriate to audience by using **tools**. Establishes an informative claim in the form of a thesis when responding to a given prompt.	Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear. ☐ Attempts an informative claim in the form of a thesis but thesis may not address the prompt or may be invalid or unclear.	Does not select and summarize key ideas to set context. Does not state a valid thesis.
Critical Thinking	Skillfully analyzes a significant **subject** as the basis for writing. Provides accurate and detailed information relevant to the topic. Accurately selects and skillfully uses a range of **elaboration techniques** to establish a focus Effectively supports thesis with logical arguments and **detailed evidence,** identifying sources of information when appropriate. Provides closure leaving the reader with something provocative to consider. Skillfully maintains focus.	Analyzes a significant subject as the basis for writing. Provides accurate information relevant to the topic. Accurately selects and uses a range of **elaboration techniques** to establish a focus. Supports thesis with effective, logical arguments and **detailed evidence**, identifying sources of information when appropriate. Provides closure, leaving the reader with something to consider. Maintains sufficient focus	Attempts to analyze the significance of a subject to establish the basis for writing. Provides information that may not be sufficient, accurate or relevant to the topic. Attempts to use a range of **elaboration techniques** but some techniques are ineffective and/or inappropriate. Attempts to support thesis, but some arguments lack clarity or accuracy. Attempts closure but is ineffective in providing the reader with something to consider. Provides insufficient focus.	Analysis of the condition, situation, or issue as the basis for writing is inaccurate, unclear, or missing. Provides inaccurate information. Limited attempt to select and use a range of elaboration techniques. Most arguments are not supported with valid or clear evidence. Does not provide closure or leave the reader with something to consider. Lacks focus.
Organizing Structure	Uses an organizational structure that enhances the response. The opening, body, and closure are skillfully organized.	Uses an organizational structure that allows for a progression of ideas to develop. The response includes an opening, body, and closure.	Uses a partially effective organizational structure that causes confusion. The response shows some elements of organization.	There is little or no evidence of organization.
Command Of Written Language Convention	Demonstrates skillful control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.

Notes:

Definition

Writing is the process of communicating to an audience through writing an idea supported by evidence that demonstrates critical thinking that comes to a conclusion, is organized and demonstrates command of written language.

Framing Language

Writing covers a wide range of writing that may vary significantly across disciplines. The writing may be in response to research question, an article, a piece of literature, a speech, a film or other prompt. This rubric distills the common elements of most reflective writing contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through writing in order to communicate their thinking effectively. This rubric is designed to measure the quality of a **written piece** and is divided into three aspects: the ability to establish context, the ability to demonstrate critical thinking, the ability to organize or structure the work, and demonstrate command of the written language.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- *Analyze:* to study closely and carefully; to learn the nature and relationship of the parts by a close and careful examination
- *Closure:* the conclusion that restates your thesis in new words and leaves your reader with something to consider
- *Detailed evidence*: anecdotes, statistics, details, descriptions, examples, etc.
- *Elaboration Techniques:* refer to questioning, comparing, connecting, interpreting, analyzing, or describing. Is your writing developed with information (facts, statistics, etc.) that is related to the main topic? Does all the information relate to the main topic and is there enough to satisfy your reader?
- *Focus:* all aspects of the essay: structure, evidence, voice, etc. support the thesis and conclusion
- *Logical arguments:* positions that are built on sound evidence and solid reasoning
- *Organizational Structure:* the arrangement of ideas: cause and effect, compare and contrast, order of importance, etc.
- *Subject*: condition, situation, or issue
- *Summarize:* to briefly retell or encapsulate the main ideas of a piece of writing in one's own words
- *Thesis:* the central or most important idea about a topic that the writer is addressing
- *Tools:* precise language, descriptive language, authoritative voice and/or persona