

Composing/Written Expression Rubric

<p>Score Point 4</p>	<p>The writer demonstrates consistent, though not necessarily perfect, control of the Composing/Written Expression domain's features.</p> <p>The writing at this score point level:</p> <p>Demonstrates consistent focus on a central idea, with clear awareness of the intended audience.</p> <p>Fully and consistently elaborates the central idea by using examples, anecdotes, illustrations and/or details.</p> <p>Contains a clear and logical organizational plan which consistently clarifies the relationship of one idea or event to another.</p> <p>Exhibits consistent unity by having few if any digressions, using effective transitions that connect ideas within and across paragraphs, maintaining a consistent point of view, and having an effective lead and closure.</p> <p>Includes sentences of various lengths and structures and appropriately subordinates ideas and/or embeds modifiers to create a rhythmic flow throughout the piece.</p> <p>Uses highly specific word choice, descriptive and/or figurative language, and selected information purposefully to craft a message, create tone, and enhance the writer's voice.</p>
<p>Score Point 3</p>	<p>The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The writer may control some features of the domain more than others.</p> <p>The writing at this score point level:</p> <p>Demonstrates reasonable focus on a central idea, with awareness of the intended audience.</p> <p>Provides reasonable elaboration on the central idea, though some thinness or unevenness in elaboration may occur.</p> <p>Contains evidence of an organizational plan which clarifies the relationship of one idea or event to another, although some lapses in organization may occur.</p> <p>Exhibits reasonable unity by having few minor digressions or shifts in point of view, purposeful use of some transitions, and the presence of a lead and closure.</p> <p>Includes sentences of various lengths and structures, though at times, a lack of structural complexity may diminish the rhythm of the piece.</p> <p>Uses specific word choice, descriptive language, and selective information to craft the writer's message. A few examples of vivid or purposeful language may be present alongside some general statements or vague words that somewhat flatten the tone and voice.</p>

<p>Score Point 2</p>	<p>The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness.</p> <p>The writing at this score point level:</p> <p>Demonstrates inconsistent focus on a central idea, with limited awareness of the intended audience.</p> <p>Provides inconsistent elaboration on the central idea by listing general, underdeveloped statements.</p> <p>Organizes ideas inconsistently, with limited evidence of the relationship between one idea or event and another.</p> <p>Exhibits little unity due to the inconsistent use of transitions to connect ideas, major digressions, competing central ideas, occasional shifts in point of view, and weak lead and/or closure.</p> <p>Contains little variety in sentence lengths and structures, resulting in a lack of rhythmic flow.</p> <p>Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer's voice or tone to emerge on occasion.</p>
<p>Score Point 1</p>	<p>The writer demonstrates little or no control of most of the Composing/Written Expression domain's features.</p> <p>The writing at this score point level:</p> <p>Has little or no focus on a central idea and little or no awareness of the intended audience.</p> <p>Has little or no purposeful elaboration.</p> <p>Has little or no organizational plan, failing to develop relationships between ideas or events and typically jumping from one thought to the next.</p> <p>Demonstrates little or no unity due to major digressions, shifts in point of view, the lack of transitions connecting ideas or events, and a limited or no lead and/or closure.</p> <p>Lacks sentence variety rendering the presentation monotonous.</p> <p>Uses general, vague, and/or repetitious vocabulary with little or no selected information, failing to create tone or to develop the writer's voice.</p>

Usage/Mechanics Rubric

<p>Score Point 4</p>	<p>The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features.</p> <p>The writing at this score point level:</p> <p>Exhibits consistent control of sentence formation, avoiding fragments, run-ons, comma splices, and beginning sentences with coordinating conjunctions.</p> <p>Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.</p> <p>Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>
<p>Score Point 3</p>	<p>The writer demonstrates reasonable, but not consistent, control of the Usage and Mechanics domain's features. The writer exhibits control which outweighs occasional errors present in the paper.</p> <p>The writing at this score point level:</p> <p>Exhibits reasonable control of sentence formation, avoiding fragments, run-ons, comma splices, and beginning sentences with coordinating conjunctions.</p> <p>Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.</p> <p>Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>
<p>Score Point 2</p>	<p>The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features. Although there are frequent errors, there is also evidence of the author's knowledge of the domain. The density and variety of errors outweigh the control present in the paper.</p> <p>The writing at this score point level:</p> <p>Exhibits inconsistent control of sentence formation, including occasional fragments, run-ons, comma splices, and a pattern of beginning sentences with coordinating conjunctions.</p> <p>Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.</p> <p>Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>

Score Point 1	<p>The writer demonstrates little or no control of most of the Usage and Mechanics domain's features. Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence.</p> <p>The writing at this score point level:</p> <p>Exhibits little or no control of sentence formation, including fragments, run-ons, comma splices, and many sentences that begin with coordinating conjunctions.</p> <p>Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.</p> <p>Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>
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Holman Middle's Grade Conversion Scale

(Please note: The Composition/Written Expression domain score counts twice, while the Usage/Mechanics domain score counts once.)

12=100	6=66
11=94	5=60
10=89	4= 57
9=83	3= 54
8=77	2= 50
7=71	1= 48