**High School Writing Rubrics**

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| **Common Components Required for all Papers: High School** | | **YEAR 1** | | | | | | | | | | | | **YEAR 2** | | | | | | | | | | | | | | | | |
| **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | | | **S** | | **O** | **N** | **D** | | **J** | | **F** | | **M** | | **A** | **M** | | **J** | |
| SENTENCE VARIATION | At least three different sentence starters are used in each paragraph. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Variety of sentence length |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| WORD CHOICE | Precise, accurate word choice is evident. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| No vague or repetitive language or clichés are used (a lot, great, very, really, there is, there are, super, like) |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Two or fewer “weak verbs” per paragraph (have, is, are, can, did) |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| The text includes at least one metaphor, simile, or analogy to manage the complexity of the topic. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| GRAMMAR, USAGE, MECHANICS | No run-on sentences or sentence fragments |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Subject/verb agreement and verb tense agreement |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Pronoun/antecedent agreement and clarity and no use of I, you, me, my, your, etc. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Punctuation and capitalization are correct. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
| Spelling and formatting are correct. |  |  |  |  |  |  |  |  |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |
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| **Some sentence starter options:**   * Participial phrase (Describing John's voice, the author . . .) * Dependent clause (Designed by Frank Lloyd Wright, the house . . .) * 2 independent clauses separated by semicolon (Armand loved the boat; it represented freedom.) * Compound sentence (Jamie looked for the answer, but she could not find it.) * Appositive phrase (Mabel, the older sister, said . . .) * Prepositional phrase (With that thought in mind, the coach…) * Adverbial clause (When the writer uses symbolism, she…) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Requirements specific to a given format, including content and organization** | | | | | |
| **EXPOSITORY**  **PAPER** | Competently addresses all aspects of the prompt. |  |  |  |  |
| Thesis statement contains topic and assertion. |  |  |  |  |
| Paragraphs include: topic sentences, at least 2 details and elaborations and a transition sentence. |  |  |  |  |
| Introduction and body provide logical sequencing of ideas, leading to a reasonable conclusion. |  |  |  |  |
| Outside sources are cited when included. |  |  |  |  |
| Background information or definitions which make the topic clear are included. |  |  |  |  |
| Conclusion articulates the significance of the topic |  |  |  |  |
| Lead sentence of essay captures the reader's attention. |  |  |  |  |
| The text presents an engaging, formal, and objective tone. |  |  |  |  |
|  |  |  |  |  |  |
| **PERSUASIVE ARGUMENT** | Lead sentence of essay captures the reader's attention. |  |  |  |  |
| Provide a precise, knowledgeable claim(s) in an objective tone. |  |  |  |  |
| Establish the significance of the claim. |  |  |  |  |
| Each paragraph provides strong evidence for each claim |  |  |  |  |
| Each piece of evidence is cited and explained |  |  |  |  |
| In each paragraph reference research, statistics or a quote from a credible source |  |  |  |  |
| Use a story, an analogy, or a metaphor to make your claim |  |  |  |  |
| Identify and defeat at least one opposing claims |  |  |  |  |
| Conclusion articulates the significance of the topic |  |  |  |  |
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| **PERSONAL**  **NARRATIVE** | The narrative has a tight focus on a particularly meaningful episode in your life |  |  |  |  |
| The narrative begins with a problem, situation, or observation |  |  |  |  |
| It establishes a point of view and the significance of the episode. |  |  |  |  |
| The narrator and/or characters are introduced and described |  |  |  |  |
| The setting is described using imagery and strong word choice. |  |  |  |  |
| The narrative provides a smooth progression of experiences or events. |  |  |  |  |
| Dialogue, description, and reflection are included |  |  |  |  |
| Metaphor, analogies or similes are used to enhance the story. |  |  |  |  |
| The conclusion follows from, and reflects on, what you learned or how you changed as a result of this captured experience. (First person pronouns are acceptable) |  |  |  |  |
|  |  |  |  |  |  |
| **RESEARCH**  **PAPER** | Lead sentence of essay captures the reader's attention.  Thesis statement provides a clear, arguable, well-developed, and a definitive statement.  Includes at least 5 highly credible sources including reference, journal, text and online sources.  Each paragraph provides strong evidence researched, detailed, and historically accurate.  Each piece of evidence is cited in MLA format and explained thoroughly  Critical, relevant and consistent connections are made between evidence and thesis.  Conclusion summarizes and shows the significance of the topic, but introduces no new information.  Definitions, concrete details, quotations, formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia (when useful) help the reader understand the topic.  Bibliography is complete and entries are formatted according MLA format. |  |  |  |  |
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| **HISTORICAL DOCUMENT ANALYASIS** | The lead sentence of the essay captures the reader's attention. |  |  |  |  |
| The historical context of the document (what was going on in the world or region) is thoroughly explained in an objective tone. The importance of the document at the time it was written is explained. |  |  |  |  |
| The conflict or particular situation the author faced and what the author hoped to achieve by writing this text is explained clearly. |  |  |  |  |
| Strong evidence is cited and explained for each claim. Paragraphs references quality research, statistics or quote from a credible source |  |  |  |  |
| The reasoning in the document is carefully explained and analyzed. |  |  |  |  |
| The arguments made by the author and made clear to the reader |  |  |  |  |
| At least twice, a story, an analogy, or a metaphor is used to make the claim |  |  |  |  |
| The author’s underlying beliefs and where they came from are explained and sources are cited. |  |  |  |  |
| Conclusion references why this document continues to be important today. |  |  |  |  |

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| **TOTAL GRADE FOR PAPER** | | | | | | **POINTS 40** | | | |
| Common Components | | | | | | +22 | | | |
| Specific Paper Components | | | | | | +18 | | | |
| Improvement on targeted components/ maintain previous gains | | | | | | Extra Credit +5 | | | |
| Lack of rigor for student and grade level | | | | | | -10 | | | |
| Failure to provide pre-write or outline | | | | | | -10 | | | |
| Failure to provide rough draft with corrections | | | | | | -10 | | | |
| Failure to turn in typed and formatted final copy | | | | | | -10 | | | |
| Failure to provide graded rubric. | | | | | | -10 | | | |
| **Papers completed and their scores** | | | | | | | | | |
| **PAPERS COMPLETED** (each format must be completed at least 2x in two years) | | | | | | | | | |
| **Prose or Poetry Analysis** |  |  |  |  |  | |  |  |  |
| **Compare and Contrast** |  |  |  |  |  | |  |  |  |
| **Persuasive/Argument** |  |  |  |  |  | |  |  |  |
| **Theme Paper** |  |  |  |  |  | |  |  |  |
| **Historical Analysis Paper** |  |  |  |  |  | |  |  |  |
| **Personal Narrative** |  |  |  |  |  | |  |  |  |
| **Research Paper** |  |  |  |  |  | |  |  |  |