

2009 School-Wide Writing Sample: Response to Literature Rubric, Grades 4-12

Student Name: _____ Grade: _____

ES Name: _____ School Year: _____

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	SCORE
Topic	<i>Clearly</i> addresses the writing task.	Addresses <i>most</i> of the writing task.	Addresses <i>some</i> of the writing task.	Addresses only <i>one part, if any</i> , of the writing task.	
Response to Literature	Demonstrates a <i>clear</i> understanding of the literary work. Provides <i>effective</i> support for judgments through specific references to text and/or prior knowledge.	Demonstrates an <i>understanding</i> of the literary work. Provides <i>some</i> support for judgments through specific references to text and/or prior knowledge.	Demonstrates a <i>limited</i> understanding of the literary work. Provides <i>weak</i> support for judgments.	Demonstrates <i>little or no</i> understanding of the literary work. <i>Fails</i> to provide support for judgments.	
Organization	Demonstrates a <i>clear</i> understanding of purpose. Maintains a <i>consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate. Includes a <i>clearly</i> presented central idea with <i>relevant</i> facts, details, and/or explanations.	Demonstrates a <i>general</i> understanding of purpose. Maintains a <i>mostly</i> consistent point of view, focus, and organizational structure, including paragraphing when appropriate. Includes a <i>clearly</i> presented central idea with <i>mostly</i> relevant facts, details, and/or Explanations.	Demonstrates <i>little</i> understanding of purpose. Maintains an <i>inconsistent</i> point of view, focus, and organizational structure; may lack appropriate paragraphing. <i>Suggests</i> a central idea with <i>limited</i> facts, details, and/or explanations.	Demonstrates <i>no</i> understanding of purpose. <i>Lacks</i> a clear, view, focus and/or organizational structure; may contain inappropriate paragraphing. <i>Lacks</i> a central idea but may contain <i>marginally</i> related facts, details, and/or explanations.	
Sentence Structure	<i>Includes</i> sentence variety.	Includes <i>some</i> sentence variety.	Includes <i>little</i> sentence variety.	Includes <i>no</i> sentence variety.	
Conventions: Grammar, Punctuation, Capitalization, and Spelling (Neatness is implied)	Contains <i>some</i> errors in the conventions of the English language. These errors <i>do not interfere</i> with the reader's understanding of the writing.	Contains <i>more than some</i> errors in the conventions of the English language. These errors <i>do not interfere</i> with the reader's understanding of the writing.	Contains <i>many</i> errors in the conventions of the English language. These errors <i>may interfere</i> with the reader's understanding of the writing.	Contains <i>serious</i> errors in the conventions of the English language. These errors <i>interfere</i> with the reader's understanding of the writing.	

STUDENT'S OVERALL SCORE: (Add up the five individual scores and divide by 5 for the overall score).

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This Student Is: (Check if appropriate)

_____ ELL Student _____ Has an IEP _____ Is 11th or 12th Grade and has not passed the CAHSEE ELA.