

Pioneer Valley High School (Santa Maria, CA)

School-wide Writing Rubric

Development Led by Teachers Annette MacCuish and Linda Castaneda

	Advanced = 4	Proficient = 3	Partial Proficient = 2	Non-Proficient = 1
Content	<p>The writing...</p> <ul style="list-style-type: none"> -Directly addresses the prompt or task given; is fully “on topic.” -Has a <i>well-written</i> thesis. -Includes <i>many</i> relevant, <i>insightful</i> details or examples that support the thesis. 	<p>The writing...</p> <ul style="list-style-type: none"> -Directly addresses the prompt or task given; is fully “on topic.” -Has a <i>clear</i> thesis. -Includes <i>several</i> relevant details or examples that support the thesis. 	<p>The writing...</p> <ul style="list-style-type: none"> -Is related to the prompt. -Has a thesis or main idea. -Includes several details or examples, some of which may not support the main idea. 	<p>The writing...</p> <ul style="list-style-type: none"> -Is <i>not</i> related to the prompt; “off topic.” -Has <i>no</i> clear thesis or main idea. -Has <i>too few</i> or <i>unclear</i> details or examples.
Organization	<p>The writing is structured with...</p> <ul style="list-style-type: none"> -An introduction, body, and conclusion appropriate for the writing prompt or task. -<i>Relevant, insightful</i> supporting details or examples presented in a logical order. 	<p>The writing is structured with...</p> <ul style="list-style-type: none"> -An introduction, body, and conclusion appropriate for the writing prompt or task. -Supporting details or examples presented in a logical order. 	<p>The writing...</p> <ul style="list-style-type: none"> -Is missing one or more of the following: introduction, body, conclusion. -Presents supporting details or examples in a <i>disorganized</i> way. 	<p>The writing is structured with...</p> <ul style="list-style-type: none"> -Has <i>no clear</i> organizational structure. -Presents supporting details or examples in a <i>random manner</i>.
Conventions	<p>Contains <i>few, if any</i>, errors in the conventions of the English language.*</p>	<p>May contain <i>some</i> errors in the conventions of the English language.* (Errors do not interfere with the reader’s understanding of the essay.)</p>	<p>May contain <i>several</i> errors in the conventions of the English language.* (Errors <i>may</i> interfere with the reader’s understanding of the essay.)</p>	<p>May contain <i>serious</i> errors in the conventions of the English language.* (Errors <i>do</i> interfere with the reader’s understanding of the essay.)</p>
Additional Requirements Specific to the Task				

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.