

Analytic Rubric for the Extended Constructed Response

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Planning				Evidence of planning	No evidence of planning
Content/ Organization: (includes focus, development, organization)	<p>The writing:</p> <ul style="list-style-type: none"> • Meets all of the prompt's requirements. • Stays fully focused on topic. • Includes relevant information. • Provides main ideas and specific, elaborated details that move beyond the obvious. • Includes an inviting introduction, logical arrangements of ideas, and satisfying conclusion. • Maintains a clear order with transitions between ideas. 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets most of the prompt's requirements. • Stays mostly focused. • Includes mostly relevant information. • Provides main idea, but details are general or brief or obvious. • Includes a recognizable introduction, arrangement of ideas, and conclusion; ideas may wander a bit; may be predictable. • Provides some connections between ideas with few transitions. 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets some of the prompt's requirements. • Addresses a broad topic OR focuses on a trivial point. • Provides sketchy information that may be list-like. • Begins or ends abruptly; arrangement of ideas is stilted or occasionally random. • Rarely uses transitions. 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets few of the prompt's requirements. • Severely digresses from topic. • Includes much irrelevant information. • Does not provide main ideas or does not support them; details may be repetitious. • Begins or ends abruptly with no introduction or conclusion with little or no attempt to establish order. • Does not connect ideas. 	The writing is off topic.
Style/Fluency (includes voice, word choice, and vocabulary; sentence structure; legibility)	<p>The writing:</p> <ul style="list-style-type: none"> • Is engaging. • Uses accurate, precise vocabulary appropriate for audience and purpose. • Uses active and precise verbs. • May use figurative language, imagery, and/or striking language. • Is fluent and easy to read. • Uses an effective variety of sentence beginnings, structures, and length. • Is readable, neat, and nearly error-free. 	<p>The writing:</p> <ul style="list-style-type: none"> • Is occasionally engaging. • Uses accurate but general word choice appropriate for audience and purpose. • Uses mix of precise and general verbs. • Uses familiar vocabulary and phrases with some striking language. • Is generally fluent with occasional choppiness. • Uses some variety of sentence beginnings, structures, and length. • Is mostly readable and neat. 	<p>The writing:</p> <ul style="list-style-type: none"> • Is somewhat bland. • Uses general word choices that may include occasional errors in word usage. • Uses a few active verbs but most are imprecise or colorless (e.g., is, did, go). • Uses familiar vocabulary and phrases. • Uses a variety of sentence beginnings, structure, or length but has many rambling or choppy sentences. • Is readable but somewhat sloppy. 	<p>The writing:</p> <ul style="list-style-type: none"> • Is bland. • Uses inaccurate or repetitive word choice that is occasionally inappropriate for audience and purpose. • Uses passive, colorless, or imprecise verbs. • Uses vague language or frequent clichés. • Is incomplete or rambling. • Uses simple, repetitive sentence beginning, structures, and lengths OR many sentences combined needlessly. • Has some unreadable portions. 	The writing is illegible.

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Language Usage			Language skills successfully support meaning. Few, if any, errors in the following. <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviation and paragraphing 	Language skills support meaning. Several errors in some or all of the following. <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation: end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviations, spelling, and paragraphing 	Language skills impede meaning. Response is error-ridden.