

Analytic Rubric for the Extended Constructed Response

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Content/Organization (includes: focus, development, organization)	The writing: <ul style="list-style-type: none"> Meets all requirements of the prompt 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 	The writing: <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 	The writing: <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 	The writing: <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; there is little or no attempt to establish order Does not connect ideas 	The writing: <ul style="list-style-type: none"> Is off topic
Style/Fluency (includes: voice, word choice, and vocabulary; sentence structure; legibility)	The writing: <ul style="list-style-type: none"> Is engaging Uses accurate, precise vocabulary that is appropriate for audience and purpose Uses active and precise verbs May use figurative language, imagery, and/or striking language Is fluent, easy to read Uses an effective variety of sentence beginnings, structures, and length Is readable, neat, nearly error-free 	The writing: <ul style="list-style-type: none"> Is occasionally engaging Uses accurate but general word choice that is appropriate for the audience and purpose Uses a mix of precise and general verbs Uses familiar vocabulary and phrases with some striking language Is generally fluent with occasional choppiness Uses a variety of sentence beginnings, structures, and length Is mostly readable and neat 	The writing: <ul style="list-style-type: none"> Is somewhat bland Uses general word choice that may include occasional errors in word usage Uses a few active verbs but most are imprecise or colorless (i.e., 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 	The writing: <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 beginnings, structures, and lengths OR many sentences combined needlessly Has some unreadable portions 	The writing: <ul style="list-style-type: none"> Is illegible
Language Usage			Language skills successfully support meaning; few, if any, errors in 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 successfully 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 Abbreviation and capitals Spelling and paragraphing 	Language skills impede meaning: response is error-ridden
Planning				Evidence of planning	No evidence of planning