

Writing Rubric

Achievement Criteria	<50%	50-59%	60-69%	70-79%	80-100%
<p>Knowledge and Understanding The student demonstrates:</p> <ul style="list-style-type: none"> knowledge of facts and terms understanding of concepts, principles, and theories understanding of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> does not demonstrate knowledge of facts and terms does not demonstrate understanding of concepts, principles, and theories does not demonstrate understanding of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates limited knowledge of facts and terms demonstrates limited understanding of concepts, principles, and theories demonstrates limited understanding of relationships among concepts, principles, and theories 	<p>demonstrates some</p> <ul style="list-style-type: none"> knowledge of facts and terms demonstrates some understanding of concepts, principles, and theories demonstrates some understanding of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates considerable knowledge of facts and terms demonstrates considerable understanding of concepts, principles, and theories demonstrates considerable understanding of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates thorough knowledge of facts and terms demonstrates thorough and insightful understanding of concepts, principles, and theories demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories
<p>Thinking and Inquiry The student demonstrates:</p> <ul style="list-style-type: none"> demonstrates critical thinking and inquiry skills (with a focus on formulating a valid and clearly stated opinions) critical and creative thinking skills 	<ul style="list-style-type: none"> thesis is not present or is misplaced and is vague, simplistic, or unclear links to thesis are not present logic and coherence not present in development of ideas 	<ul style="list-style-type: none"> thesis is present yet vague, simplistic, or unclear links to thesis are present yet vague, simplistic, or unclear develops ideas with limited logic and coherence 	<ul style="list-style-type: none"> thesis is present yet conventional and focuses the essay somewhat links to thesis present yet conventional and somewhat focuses paragraphs develops ideas with some logic and coherence 	<ul style="list-style-type: none"> thesis is formulated and demonstrates a clear position links to thesis are formulated and demonstrate a clear focus develops ideas with considerable logic and coherence 	<ul style="list-style-type: none"> thesis is well-formulated, insightful and demonstrates a clear, precise, and credible position links to thesis are well-formulated, insightful and demonstrate a clear, precise, and credible position develops ideas with sound logic and effective coherence
<p>Communication The student:</p> <ul style="list-style-type: none"> communicates for different audiences and purposes communication of information and ideas applies language conventions (spelling, grammar, punctuation) applies writing process 	<ul style="list-style-type: none"> uses inappropriate voice, tone, diction and style no consideration of purpose or audience is evident too many errors which severely interfere with the reader's understanding no evidence of preplanning no evident use of proofreading skills not in APA or MLA manuscript format 	<ul style="list-style-type: none"> uses an informal tone with limited diction and style shows limited command of the essay form including intro, thesis, organisation, conclusion several major and minor errors are evident and occasionally interfere with the reader's understanding limited evidence of preplanning limited use of proofreading skills limited understanding of APA or MLA manuscript format 	<ul style="list-style-type: none"> uses a formal tone and diction and style are somewhat consistent shows some command of the essay form including intro, thesis, organisation, conclusion a few major and minor errors are evident and occasionally interfere with the reader's understanding some steps of process evident moderate use of proofreading skills some understanding of APA or MLA manuscript format 	<ul style="list-style-type: none"> uses a formal tone; diction and style are consistent and appropriate shows considerable command of the essay form including interesting intro, clear thesis, effective organisation, logical conclusion some minor errors are evident but do not interfere with reader's understanding good use of all steps of writing process consistent use of proofreading skills understanding of APA or MLA manuscript format 	<ul style="list-style-type: none"> effectively uses a formal tone, appropriate diction, terminology, and style shows extensive command of the essay form including engaging intro, clear and engaging thesis, highly effective organisation, conclusion few minor errors are evident and meaning is clear thorough use of all steps of the writing process; revisions done thorough use of proofreading skills complete understanding of APA or MLA manuscript format
<p>Application The student:</p> <ul style="list-style-type: none"> makes connections (e.g. between subjects, between the subject and the world) 	<ul style="list-style-type: none"> does not make connections 	<ul style="list-style-type: none"> makes connections with limited effectiveness 	<ul style="list-style-type: none"> makes connections with moderate effectiveness 	<ul style="list-style-type: none"> makes connections with considerable effectiveness 	<ul style="list-style-type: none"> makes connections with a high degree of effectiveness

