

SBG:

Original Rubric:

<p><b>Ideas/Analysis (x4)</b></p> <p>The writer's position is clear. Strong arguments and evidence support the writer's position.</p> <p>+ _____/40</p>	<p><b>Strong</b></p> <p><b>10            9</b></p> <p>The thesis clearly reflects the writer's position.</p> <p>Topic sentences effectively lead each paragraph and prove the Thesis</p> <p>Evidence/quotations are used effectively to support the Thesis and Topic Sentences.</p> <p>Analysis offers in-depth, high-quality interpretation and effectively proves the T.S. and Thesis.</p> <p>No summary included.</p>	<p><b>Proficient</b></p> <p><b>8            7</b></p> <p>The thesis is too general or needs modification.</p> <p>Topic sentence(s) are present but uncontrolled.</p> <p>Evidence/quotations are used but not efficiently.</p> <p>Analysis provides a route of exploration but is not fully effective and/or developed.</p> <p>It strays a bit into summary</p>	<p><b>Not proficient</b></p> <p><b>6            5</b></p> <p>The thesis may be missing or is well off track.</p> <p>Topic sentences are very weak or non-existent.</p> <p>Evidence/quotations is weak and/or nonexistent.</p> <p>Analysis is minimal/non-existent or not relevant to the T/T.S.</p> <p>Lots of summary used</p>
<p><b>Organization</b></p> <p>The writer's positions, arguments, and evidence are presented logically; it follows the structure presented during instruction and leads naturally to a compelling conclusion.</p> <p>+ _____10</p>	<p><b>Introduction</b></p> <p><b>10            9</b></p> <p>It captures the reader's attention.</p> <p>It effectively moves from the AG to the thesis.</p> <p>The transition to body paragraph one is effective.</p>	<p><b>8            7</b></p> <p>The opening reflects the purpose but may be generic.</p> <p>It moves from the AG to thesis but is not fluent.</p> <p>The transition to body paragraph one is weak.</p>	<p><b>6            5</b></p> <p>The opening is absent or doesn't reflect a purpose.</p> <p>The connection from AG to thesis is well off track or missing.</p> <p>The transition to body paragraph one is missing.</p>
<p><b>(x3)</b></p>	<p><b>Body Paragraph(s)</b></p> <p><b>10            9</b></p> <p>Arguments are strong and have a logical sequence.</p>	<p><b>8            7</b></p> <p>Arguments are present but may be hard to follow due to sequence or because they may be too random.</p>	<p><b>6            5</b></p> <p>There isn't a definable structure because of missing elements.</p>



**New Rubric: Tailored to the Iowa Core**

Each category is on a 5-10 point scale

No deductions for lack of quotes, vocab, late, etc.

It is graded solely on the applied skills

<b>Ideas/Analysis (x4)</b>	<b>Strong</b>		<b>Proficient</b>		<b>Not proficient</b>	
	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>
<p><b>Reading:</b></p> <p>Key Ideas &amp; Details</p> <p>1 . . .cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Writing:</b> Key Ideas &amp; Details</p> <p><b>1.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) . . .</p> <p>b. Develop claim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitation in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>2.</b></p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>Writing:</b> Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>+_____/40</p>	<p>The thesis clearly reflects the writer’s position.</p> <p>Topic sentences effectively lead each paragraph and prove the Thesis</p> <p>Evidence/quotations are used effectively to support the Thesis and Topic Sentences.</p> <p>Analysis offers in-depth, high-quality interpretation and effectively proves the T.S. and Thesis.</p> <p>No summary included.</p>		<p>The thesis is too general or needs modification.</p> <p>Topic sentence(s) are present but uncontrolled.</p> <p>Evidence/quotations are used but not efficiently.</p> <p>Analysis provides a route of exploration but is not fully effective and/or developed.</p> <p>It strays a bit into summary</p>		<p>The thesis may be missing or is well off track.</p> <p>Topic sentences are very weak or non-existent.</p> <p>Evidence/quotations is weak and/or nonexistent.</p> <p>Analysis is minimal/non-existent or not relevant to the T/T.S.</p> <p>Lots of summary used</p>	

<p><b>Organization</b></p> <p><b>Writing:</b> Key Ideas &amp; Details</p> <p>2.</p> <p>a. Introduce a topic;</p> <p>+ _____ 10</p>	<p><b>Introduction</b></p> <p>10      9</p> <p>It captures the reader's attention.</p> <p>It effectively moves from the AG to the thesis.</p> <p>The transition to body paragraph one is effective.</p>	<p>8      7</p> <p>The opening reflects the purpose but may be generic.</p> <p>It moves from the AG to thesis but is not fluent.</p> <p>The transition to body paragraph one is weak.</p>	<p>6      5</p> <p>The opening is absent or doesn't reflect a purpose.</p> <p>The connection from AG to thesis is well off track or missing.</p> <p>The transition to body paragraph one is missing.</p>
<p><b>Writing:</b> Key Ideas &amp; Details (x3)</p> <p>1.</p> <p>a . . . create an organization that logically sequences claim(s), reason, and evidence.</p> <p>d. Establish and maintain a formal style . . .</p> <p>2.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which preceded it to create a unified whole</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>+ _____/30</p>	<p><b>Body Paragraph(s)</b></p> <p>10      9</p> <p>Arguments are strong and have a logical sequence.</p> <p>Information is connected well.</p> <p>MLA Style is correct.</p>	<p>8      7</p> <p>Arguments are present but may be hard to follow due to sequence or because they may be too random.</p> <p>Information is sometimes isolated but usually connected.</p> <p>MLA Style contains mistakes.</p>	<p>6      5</p> <p>There isn't a definable structure because of missing elements.</p> <p>Arguments are a series of disconnected statements and is not connected well</p> <p>MLA Style has been disregarded</p>
<p><b>Writing:</b> Key Ideas &amp; Details</p> <p>1.</p> <p>e. Provide a concluding statement or section</p>	<p><b>Conclusion</b></p> <p>10      9</p> <p>The conclusion is developed and flows naturally from the evidence provided.</p>	<p>8      7</p> <p>The conclusion is too abrupt/undeveloped and/or doesn't support the evidence in the paper.</p>	<p>6      5</p> <p>The conclusion is missing, random, or does not flow from any evidence presented.</p>

<p><b>Writing: Key Ideas &amp; Details</b></p> <p><b>1.</b></p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>+ ____/10</p>	<p><b>Conclusion</b></p> <p><b>10            9</b></p> <p>The conclusion is developed and flows naturally from the evidence provided.</p> <p>A direct reference to the thesis is effective.</p> <p>A final (effective) connection is made to fulfill the reader. It also fulfills a final connection to the ideas within.</p>	<p><b>8            7</b></p> <p>The conclusion is too abrupt/undeveloped and/or doesn't support the evidence in the paper.</p> <p>The thesis is identical to the introduction.</p> <p>A final connection is evident but doesn't fully wrap up the essay.</p>	<p><b>6            5</b></p> <p>The conclusion is missing, random, or does not flow from any evidence presented.</p> <p>The restated thesis isn't present.</p> <p>A final connection is missing or well off track.</p>
<p><b>Word Choice/Vocabulary &amp; Conventions:</b></p> <p><b>Language Standards</b></p> <p><b>1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Writing: Key Ideas &amp; Details</b></p> <p><b>1.</b></p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>2.</b></p> <p>d. Use precise language, domain-specific</p>	<p><b>10            9</b></p> <p>All words are powerful, effective, and used correctly.</p> <p>Correct conventions throughout.</p>	<p><b>8            7</b></p> <p>Good words are used, but some may be general or inaccurate in the text.</p> <p>Convention errors detract from the writing.</p>	<p><b>6            5</b></p> <p>Descriptive words are (might be) used, but many are used inaccurately or not effectively.</p> <p>There are many errors with conventions.</p>

## **Writing Scores Reported Via Standards in PowerSchool:**

**Ex:**

### **Ideas**

**-Analysis**

**-Thesis Statement**

### **Organization**

**-Introduction**

**-Body Paragraphs**

**-Conclusion**

### **Word Choice**

### **Conventions**



# Gradebook:

PowerTeacher Gradebook: Aaron Farnsworth - Solon High School

Reporting Term: Q4 Mode: Assignments Final Grades Student View

St...	(Q4) Fin...	A	T	11.6 Commas 03/30/2012 pts: 10	Voc. Wk 7 03/30/2012 pts: 10	Catcher-Essay 04/02/2012 pts: 9	Catcher-Vocab 04/02/2012 pts: 5	Catcher-Close 04/03/2012 pts: 10	Catcher Thesis 04/05/2012 pts: 5	Catcher Conten... 04/06/2012 pts: 10 x 4.00	Catcher Body P... 04/09/2012 pts: 5	Pre-Act @ Ho... 04/11/2012 pts: 20 x 0.00	Pre-Act in cla... 04/11/2012 pts: 20 x 0.00	Mid-Act Score 04/12/2012 pts: 40 x 0.00	Mid-Act Score 04/12/2012 pts: 20 x 0.00	Voc. Wk 8 04/13/2012 pts: 10 x 2.00	Catcher Peer ed... 04/17/2012 pts: 0
... B	7	9.19	10	9	0	4	5	9	0	10	10	10	21	9	7	7	✓
... D-	4	8.4	7	0	0	7.5	5	6.2	5	3	6	15	9	5	5	5	✓
... D-	2	7.1	6.5	0	0	0	0	6.4	0	4	10	20	13	5	5	5	✓
... A-	7	7.1	8	0	5	5.5	5	9.4	0	10	8	21	13	9	9	9	✓
... C+	9	7.74	9	0	0	0	0	8	0	6	12	26	14	7	7	7	✓
... B+	4	8.06	9.5	8	5	9	5	8.6	5	15	9	22	14	9.5	9.5	9.5	✓
... A	4	10	8	9	0	9	5	8.6	5	6	19	34	19	9	9	9	✓
... A-	2	9.36	10	9	5	10	5	9.8	5	13	15	31	14	10	10	10	✓
... C	2	8.71	8	9	0	10	5	9.2	5	6	12	22	14	9.5	9.5	9.5	✓
... C	9	8.87	9	3	5	8.5	5	6.2	0	10	8	25	17	9	9	9	✓
... B+	2	8.87	8	6	0	5	5	8.8	0	12	14	27	16	8.5	8.5	8.5	✓
... D	1	NP	10	3	5	8.5	5	7.8	5	11	5	11	7	6.5	6.5	6.5	✓
... A	2	8.39	7	6	5	10	5	9.2	5	8	5	22	10	10	10	10	✓
... B+	2	10	8.5	8	0	7	0	9	0	5	7	28	16	8	8	8	✓
... B-	4	7.5	10	0	0	0	0	8.4	0	11	3	9	9	8	8	8	✓
... B+	4	8.39	8	9	5	8.5	5	8.2	5	9	7	22	15	10	10	10	✓
... B+	4	9.52	8.5	0	0	8.5	5	8.8	0	10	15	27	16	8	8	8	✓
... B	6	8.23	8	0	5	5	5	8.6	0	12	9	25	15	5	5	5	✓
... B+	2	8.71	6	7.5	0	0	0	9.6	0	12	8	22	14	7	7	7	✓
... C+	2	1	8.06	10	0	5	0	7.2	0	14	4	21	14	8.5	8.5	8.5	✓
... B-	2	8.87	8	0	0	6.5	5	8	5	12	5	19	12	8	8	8	✓
... C	2	1	8.23	10	3	5	8.5	7	0	14	9	23	12	8.5	8.5	8.5	✓
... A	2	9.52	7	8	5	10	5	9.6	5	17	12	30	15	10	10	10	✓
... F	-	NP	9	0	0	0	0	7.4	0	10	8	11	11	5	5	5	✓
mean	B-	7.9	8.4	3.9	2.2	5.5	3.6	8.3	2	10	9.2	22.1	13.1	8	8	8	✓
median	B	8.4	8	3	0	7	5	8.6	0	10	9	22	14	6.25	6.25	6.25	✓
mode	B+	8.87	8	0	0	0	0	8.6	0	10	8	22	14	8	8	8	✓
Summary	111																

points earned: 61.11/70 percentage: 87% grade: B+

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