**VP COMMON WRITING RUBRIC: ARGUMENT**

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| **Writing Elements** | **Advanced - 4** | **Proficient - 3** | **Partially Proficient - 2** | **Unsatisfactory - 1** |
| **Claim/Thesis** | * Introduces a compelling claim/thesis * Is clearly arguable * Takes a purposeful position on an issue | * Introduces a precise claim/thesis * Is clearly arguable * Takes an identifiable position on an issue | * Contains an unclear or emerging claim/thesis * Suggests a vague position | * Contains an unidentifiable claim or vague position |
| **Structure and Organization** | * Has a structure and organization that is carefully crafted to support the claim/thesis * Explains the relationships between the claim/thesis and reasons as well as the evidence | * Has an effective structure and organization that is aligned with the claim/thesis * Identifies the relationship between the claim/thesis and reasons as well as the evidence | * Attempts a structure and organization to support the position * Attempts to connect the claim/thesis and reasons | * Has limited structure and organization |
| **Support/Factual Evidence** | * Provides convincing and relevant data and evidence to back up the claim * The conclusion strengthens the claim/thesis and evidence with a new insight | * Provides sufficient and relevant data and evidence to back up the claim/thesis * The conclusion effectively reinforces the claim/thesis and evidence | * Provides data and evidence that attempts to back up the claim/thesis * The conclusion attempts to reinforce the claim/thesis and evidence | * Contains limited data and evidence related to the claim * The conclusion is irrelevant or not included |
| **Audience** | * Anticipates the audience’s knowledge level and concerns about the claim/thesis * Addresses the specific needs of the audience | * Consistently addresses the audience’s knowledge level and concerns about the claim/thesis * Addresses the specific needs of the audience | * Illustrates an inconsistent awareness of the audience’s knowledge level and needs | * Lacks an awareness of the audience’s knowledge level and needs |
| **Style and Conventions** | * Presents an engaging, formal and objective tone * Intentionally uses standard English conventions of usage and mechanics | * Presents an appropriate and formal, objective tone * Demonstrates standard English conventions of usage and mechanics | * Illustrates a limited awareness of formal tone * Demonstrates some accuracy in standard English conventions of usage and mechanics | * Illustrates a limited awareness or inconsistent tone * Illustrates inaccuracy in standard English conventions of usage and mechanics |

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| **ARGUMENT** |  |  |  |  |
| **Writing Elements** | **Advanced - 4** | **Proficient - 3** | **Partially Proficient - 2** | **Unsatisfactory - 1** |
| **Content Objective 1:** |  |  |  |  |
| **Content Objective 2:** |  |  |  |  |
| **Writing Element #1** |  |  |  |  |
| **Writing Element #2** |  |  |  |  |

**Teacher Notes/Comments:**

**Writer’s Proficiency Checklist: Argumentative** (use throughout the writing process & for peer editing)

**Claim/Thesis:**

* I have a thesis that I can argue and takes a position on an issue. \_\_\_\_

**Structure and Organization:**

* My paper is organized and each part relates to the thesis. \_\_\_\_\_
* I transition smoothly between ideas. \_\_\_\_\_\_

**Support/Factual Evidence:**

* I provide a variety of evidence to support my thesis/claim and address my argument and counterarguments. \_\_\_\_
* I embed quotes and evidence to support my thesis/claim. \_\_\_\_\_

**Audience:**

* I know who my audience is, and my paper addresses the needs of that audience. \_\_\_\_\_\_

**Style and Conventions:**

* I use standard English conventions and an appropriate and formal tone. \_\_\_\_\_\_
* I cite the evidence that I find from other sources. \_\_\_\_\_\_

**Comments/Feedback (Peer reviewer/individual self-assessment)**

**VP COMMON WRITING RUBRIC: INFORMATIVE**

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| **INFORMATIVE** |  |  |  |  |
| **Writing Elements** | **Advanced - 4** | **Proficient - 3** | **Partially Proficient - 2** | **Unsatisfactory - 1** |
| **Focus** | * Clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information | * Focuses on an interesting topic that informs the reader with ideas, concepts, and information | * Has an unclear topic with some ideas, concepts, and information | * Has an unidentifiable topic with minimal ideas, concepts, and information |
| **Supporting Details/Evidence** | * Provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic * The conclusion provides insight to the implications, explains the significance of the topic, and predicts future relevance based on evidence | * Provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic * The conclusion provides the implications, significance of and future relevance of the topic | * Provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic * The conclusion merely restates the development | * Contains limited facts and examples related to the topic * May fail to offer a conclusion. |
| **Audience** | * Anticipates and consistently addresses the audience’s knowledge level and concerns about the topic * Addresses the specific needs of the audience | * Consistently addresses the audience’s knowledge level and concerns about the topic * Addresses the specific needs of the audience | * Illustrates an inconsistent awareness of the audience’s knowledge level and needs | * Lacks an awareness of the audience’s knowledge level and needs |
| **Structure and Organization** | * Has a sophisticated structure and organization that is carefully crafted to support the focus * Explains the relationships between the focus and reasons as well as the evidence | * Has an effective structure and organization that is aligned with the focus * Identifies the relationship between the focus and reasons as well as the evidence | * Attempts a structure and organization to support the position * Attempts to connect the focus and reasons | * Contains few, if any, words, phrases, and clauses to link the major sections of the text * Does not connect the topic and the examples and/or facts |
| **Language and Style** | * Presents an engaging, formal, and objective tone * Uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic | * Presents an appropriate formal, objective tone and * Uses relevant language and topic-specific vocabulary to manage the complexity of the topic | * Illustrates a limited awareness of formal tone * Has awareness of topic-specific vocabulary | * Illustrates a limited or inconsistent tone * Has awareness of topic-specific vocabulary |
| **Conventions** | * Intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) | * Uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA) | * Demonstrates some accuracy in standard English conventions of usage and mechanics | * Contains multiple inaccuracies in standard English conventions of usage and mechanics |

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| **INFORMATIVE** |  |  |  |  |
| **Writing Elements** | **Advanced - 4** | **Proficient - 3** | **Partially Proficient - 2** | **Unsatisfactory - 1** |
| **Content Objective 1:** |  |  |  |  |
| **Content Objective 2:** |  |  |  |  |
| **Writing Element #1** |  |  |  |  |
| **Writing Element #2** |  |  |  |  |

**Teacher Notes/Comments:**

**Writer’s Proficiency Checklist: Informative** (use throughout the writing process)

**Focus:**

* I have an interesting topic. \_\_\_\_
* I inform my reader about my topic. \_\_\_\_\_

**Supporting Details and Evidence:**

* I provide a variety of evidence to support my topic. \_\_\_\_
* I embed quotes and evidence to support my topic. \_\_\_\_\_
* I have a conclusion that makes my topic relevant to the world around me. \_\_\_\_\_

**Audience:**

* I know who my audience is, and my paper addresses the needs of that audience. \_\_\_\_\_\_

**Structure and Organization:**

* My paper is organized and each part relates to the topic. \_\_\_\_\_
* I transition smoothly between ideas. \_\_\_\_\_\_

**Style and Conventions:**

* I use standard English conventions and an appropriate and formal tone. \_\_\_\_\_\_
* I cite the evidence that I find from other sources. \_\_\_\_\_\_

**Comments/Feedback (Peer reviewer/individual self-assessment)**

**Common Writing Rubric Implementation Guidelines / Success Criteria**

**Suggested Page Length 6-12**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **6th** | **7th** | **8th** | **9th** | **10th** | **11th** | **12th** |
| **1 Page** | **1-2 Pages** | **2-3 Pages** | **2-3 Pages** | **3-4 Pages** | **4-5 Pages** | **5-6 Pages** |

**Success Criteria for Using the VP Common Rubrics**

* Include in the rubric a statement about plagiarism
* Annotated exemplars will be provided for grades 6-12 to clarify grade level expectations
* Need to utilize planning tools and pre-writing approaches that are common where possible
* Page length is a reference point and not a non-negotiable expectation
* Also included is a narrative rubric for use in exploratory (i.e. Theater)
* Feel free to select individual components of the rubric that you see best fit. Your content should be the main focal point but bring in specific elements as needed.
* Writer’s checklists can be used as student self-reflection and/or peer revision. Consider using this throughout the writing process.
* Consider front-loading essential vocabulary, both brick and mortar, to support immersion into the genre/topic
* Suggested page lengths are negotiable based on the purpose of the writing task. Page lengths increase dramatically in college and we need to understand these expectations so we are in line with these demands

**VP LITERACY WRITING RUBRIC: NARRATIVE**

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| **NARRATIVE** |  |  |  |  |
| **Writing Elements** | **Advanced - 4** | **Proficient - 3** | **Partially Proficient - 2** | **Unsatisfactory - 1** |
| **Exposition** | * Creatively engages the reader by setting out a well-developed conflict, situation, or observation * Establishes one or multiple points of view and introduces a narrator and/or complex characters | * Engages and orients the reader by setting out a conflict, situation, or observation * Establishes one or multiple points of view and introduces a narrator and/or well-developed characters | * Provides a setting with a vague conflict, situation, or observation with an unclear point of view * Introduces a narrator and/ or underdeveloped characters | * Provides a setting that is unclear with a vague conflict, situation, or observation * Has an unclear point of view and underdeveloped narrator and/or characters |
| **Narrative Techniques and Development** | * Demonstrates sophisticated narrative techniques such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters | * Demonstrates deliberate use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters | * Uses some narrative techniques such as dialogue or description that merely retells events and/or experiences | * Lacks narrative techniques and merely retells events and/or experiences |
| **Organization and Cohesion** | * Creates a seamless progression of events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they create a coherent whole | * Creates a smooth progression of events using a variety of techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they create a coherent whole | * Creates a sequence or progression of events. | * Lacks a sequence or progression of experiences or events or presents an illogical sequence of events |
| **Style and Conventions** | * Uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters | * Uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/ or characters | * Uses words and phrases and telling details to convey experiences, events, settings, and/or characters | * Merely tells about experiences, events, settings, and/or characters |
| **Conclusion** | * Moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative | * Builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | * Provides an insufficient conclusion or no conclusion is provided | * May provide a conclusion to the events of the narrative |

**Writer’s Proficiency Checklist: Narrative** (use throughout the writing process)

**Exposition:**

* I start my story by establishing the conflict or situation in an engaging manner. \_\_\_\_\_\_
* I have clear point of view. \_\_\_\_\_
* I introduce the narrator and/or characters. \_\_\_\_\_\_

**Narrative Techniques and Development:**

* I use narrative techniques (i.e. dialogue, pacing, description, reflection, and multiple plot lines) effectively to develop my plot, characters, and/or conflict. \_\_\_\_\_

**Organization and Cohesion:**

* My writing shows smooth sequencing of events to create a clear story. \_\_\_\_\_\_\_
* I use a variety of techniques (i.e. chronology, flashback, foreshadowing, suspense) in order to build sequence. \_\_\_\_\_\_

**Style and Conventions:**

* I use details and sensory language to communicate mood in my narrative. \_\_\_\_\_\_
* I choose words and phrases that enhance my writing. \_\_\_\_\_

**Conclusion:**

* My story builds to a logical conclusion where the conflict or situation is resolved. \_\_\_\_\_\_\_

**Comments/Feedback (Peer reviewer/individual self-assessment)**