

## DUXBURY HIGH SCHOOL WRITING RUBRIC

ELEMENTS	5 EXEMPLARY	4 COMMENDABLE	3 SATISFACTORY	2 DEVELOPING	1 UNSATISFACTORY
<b>MAIN IDEA</b> •Prompt  •Thesis, main idea  •Focus, cohesion	•Carefully and artfully responds to the prompt in full  •Establishes a clear and compelling thesis, main idea or narrative  •Maintains a strong and engaging focus throughout resulting in a highly cohesive product	•Clearly responds to the prompt in full  •Establishes a clear thesis, main idea, or narrative  •Maintains a general focus throughout resulting in a cohesive product	•Responds to the prompt in full  •Establishes a thesis, main idea, or narrative  •Maintains focus, with occasional lapses resulting in a somewhat cohesive product	•Partially responds to the prompt  •Offers a vague or underdeveloped thesis, main idea, or narrative  •Has frequent lapses in focus resulting in a lack of cohesion	•Presents an irrelevant response to the prompt, if at all  •Offers an extremely limited thesis, main idea, or narrative, if any  •Maintains little to no focus resulting in an incoherent product
<b>CONTENT</b> • Detail/evidence well-suited to audience  •Detail/evidence relevant to main idea  •Synthesis of detail/evidence	•Demonstrates insight in choice of detail for audience  •Consistently and powerfully supports the main idea with evidence  •Synthesizes ideas artfully and with sophistication	•Consistently chooses details well suited to audience  •Consistently supports the main idea with evidence  •Synthesizes ideas effectively	•Generally chooses details well suited to audience  •Mostly connects supports the main idea with evidence  •Offers some synthesis of ideas	•Sometimes chooses details well suited to audience  •Supports the main idea with evidence some of the time  •Offers little, if any, synthesis of ideas	•Rarely chooses details well suited to audience  •Rarely supports the main idea with evidence  •Makes no attempt to synthesize idea
<b>ORGANIZATION</b> •Introduction  •Paragraph structure and sequence  •Transitions  •Conclusion	•Provides an exceptional introductory statement  •Demonstrates exceptional paragraph structure and sequence  •Uses smooth and enriching transitions  •Provides an exceptional conclusion	•Provides an effective introductory statement  •Demonstrates effective paragraph structure and sequence  •Uses effective transitions  •Provides an effective conclusion	•Provides an acceptable introductory statement  •Demonstrates acceptable paragraph structure and sequence  •Uses suitable transitions  •Provides an acceptable conclusion	•Provides an incomplete introductory statement  •Demonstrates limited paragraph structure and sequence  •Sometimes uses transitions  •Provides a limited conclusion	•Provides a limited introductory statement  •Rarely demonstrates paragraph structure and sequence  •Rarely uses transitions  •Provides an inadequate conclusion or does not provide a conclusion

## DUXBURY HIGH SCHOOL WRITING RUBRIC

<p><b>DICTION</b></p> <ul style="list-style-type: none"> <li>•Accurate vocabulary</li>   <li>•Tone</li>   <li>•Voice</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently uses rich and varied vocabulary, including content-specific terms</li>   <li>•Skillfully uses tone to communicate meaning to an audience</li>   <li>•Establishes and maintains a particularly clear and distinctive voice</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently uses appropriate vocabulary, including content-specific terms</li>   <li>•Deliberately uses tone to communicate meaning to an audience</li>   <li>•Establishes a clear sense of voice</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently uses simple-but-correct vocabulary; uses content-specific terms</li>   <li>•Demonstrates some use of tone to communicate meaning to an audience</li>   <li>•Establishes some sense of voice</li> </ul>	<ul style="list-style-type: none"> <li>•Uses some incorrect vocabulary and/or content-specific terms</li>   <li>•Uses tone that is inadvertent or inappropriate</li>   <li>•Demonstrates limited evidence of voice</li> </ul>	<ul style="list-style-type: none"> <li>•Frequently uses incorrect or inappropriate vocabulary; incorrectly uses content-specific terms, if at all</li>   <li>•Has no discernible tone</li>   <li>•Demonstrates no sense of voice</li> </ul>
<p><b>MECHANICS</b></p> <ul style="list-style-type: none"> <li>•Spelling / Capitalization / Punctuation</li>   <li>•Grammar</li>   <li>•Sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>•Applies spelling and capitalization with complete accuracy. Uses sophisticated punctuation</li>   <li>•Demonstrates thorough understanding of standard grammar; breaks rules artfully</li>   <li>•Demonstrates sophisticated and artful sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>•Applies spelling, capitalization, and punctuation with complete accuracy</li>   <li>•Demonstrates thorough understanding of standard grammar</li>   <li>•Demonstrates effective sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>•Applies spelling, capitalization, and punctuation with general accuracy; errors do not interfere with meaning</li>   <li>•Demonstrates a general understanding of standard grammar</li>   <li>•Demonstrates generally proper sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>•Contains errors in spelling, capitalization, and/or punctuation; errors interfere with meaning</li>   <li>•Demonstrates some understanding of standard grammar</li>   <li>•Demonstrates some problems with sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>•Shows limited, if any, understanding of the rules of spelling, capitalization, and/or punctuation</li>   <li>•Demonstrates little, if any, understanding of standard grammar</li>   <li>•Demonstrates frequent problems with sentence structure that interfere with meaning</li> </ul>
<p><b>ADDITIONAL REQUIREMENTS</b></p>					