

## Coalinga High School School-Wide Writing Rubric

	Advanced: 4	Proficient: 3	Approaching: 2	Ineffective: 1	Student Score
<b>Content</b>	<p><u>Insightfully</u> addresses <b>all parts</b> of the prompt</p> <p>uses <b>original ideas</b>, <b>relevant</b> examples, and <b>specific</b> details to support the thesis/topic.</p>	<p>Completes <b>all parts</b> of the writing task</p> <p>uses <b>relevant</b> examples and <b>adequate</b> details to support the thesis/topic</p>	<p>Fails to complete <b>some</b> parts of the writing task</p> <p><b>Needs more</b> examples and details to support the thesis/topic</p>	<p>Fails to complete <b>most</b> parts of the writing task</p> <p><b>Does not use</b> examples or details to support the thesis/topic</p>	
<b>Organization</b>	<p>Exhibits <b>logical</b>, <b>consistent</b> flow in organization which supports the thesis/topic</p> <p>Demonstrates a <b>clear</b> understanding of the purpose and audience</p>	<p>Maintain organization and focus on <b>thesis/topic</b></p> <p>Demonstrates a <b>general</b> understanding of the purpose and audience</p>	<p>Has weak organization and wanders <b>off thesis/topic</b></p> <p>Demonstrates <b>little</b> understanding of the purpose and audience</p>	<p><b>Lacks</b> organization and is <b>off thesis/topic</b></p> <p>Demonstrates <b>no</b> understanding or the purpose and audience</p>	
<b>Sentence and Language Complexity</b>	<p><b>Effectively uses</b> a variety of sentences types</p> <p>Uses <b>precise</b> descriptors with appropriate academic vocabulary</p>	<p><b>Uses</b> a variety of sentence types</p> <p>Uses <b>some</b> descriptors with appropriate academic vocabulary</p>	<p><b>Needs more</b> variety of sentence types</p> <p><b>Needs more</b> appropriate academic vocabulary</p>	<p>Has <b>no</b> sentence variety</p> <p><b>Does not use</b> appropriate academic vocabulary</p>	
<b>Conventions and Mechanics</b>	<p>Contains <b>few</b>, if any, <b>errors</b>, in grammar, punctuation and spelling.</p>	<p>Contains <b>some errors</b> in grammar, punctuation and/ or spelling which do <b>not interfere</b> with meaning</p>	<p>Contains <b>several errors</b> in grammar, punctuation and/or spelling which <b>may interfere</b> with meaning</p>	<p>Contains <b>serious errors</b> in grammar, punctuation and /or spelling which <b>interfere</b> with meaning.</p>	

\* **Off-topic responses or responses that merely repeat the prompt receive a score of 1.**