

ENGLISH II CONTENT RUBRIC

CONTENT: Central Idea, Development, and Organization				
Key Questions: <i>Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?</i>				
Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and some weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
An essay without evidence from the passage cannot receive a score higher than a 1 in Content.				
CENTRAL IDEA	<ul style="list-style-type: none"> The central idea is clear and sharply focused. 	<ul style="list-style-type: none"> The central idea is generally focused. 	<ul style="list-style-type: none"> The central idea is vague. 	<ul style="list-style-type: none"> The central idea is unclear.
USE OF THE PASSAGE AND DEVELOPMENT	<ul style="list-style-type: none"> Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis. Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the passage. 	<ul style="list-style-type: none"> Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis. Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the passage. 	<ul style="list-style-type: none"> There is some evidence from the passage. Summary and/or quotations may be present but often without explanation. Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and interpretation of the passage may not be supported. 	<ul style="list-style-type: none"> There is no evidence from the passage. Portions of text may be copied without purpose. Details included are irrelevant and/or show an erroneous interpretation of the passage. Essay is too brief to provide an adequate sample of writing: minimal attempt.
ORGANIZATION	<ul style="list-style-type: none"> The organizational strategy demonstrates evidence of planning and a logical progression of ideas. There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness. 	<ul style="list-style-type: none"> The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion. The introduction, conclusion, and transitions often work well. 	<ul style="list-style-type: none"> There is an attempt at organization, but there may be digressions, repetition, or contradictory information. The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas. 	<ul style="list-style-type: none"> The essay lacks an identifiable organizational strategy (random order). The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).

ENGLISH II STYLE RUBRIC

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: *Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and some weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
WORD CHOICE	<ul style="list-style-type: none"> Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task. 	<ul style="list-style-type: none"> Word choice is appropriate to the task and includes some interesting words and phrases. 	<ul style="list-style-type: none"> Word choice is limited, generic, and repetitive; verbs are generally weak. Words and phrasing may be inappropriate to the task (too informal). 	<ul style="list-style-type: none"> Words and phrases are functional and simple and/or may be inappropriate to the task. Essay is too brief to provide an adequate sample of writing: minimal attempt.
SENTENCE FLUENCY	<ul style="list-style-type: none"> Sentences are fluent and vary in length, structure, and beginnings. 	<ul style="list-style-type: none"> Sentences are generally varied in length and structure, and most sentences have varied beginnings. 	<ul style="list-style-type: none"> Sentences show little or no variety in length and structure, and some may be awkward or lack fluency. Many sentences have the same beginning. 	<ul style="list-style-type: none"> The sentences may be simple and lack variety, and their construction makes the essay difficult to read.
VOICE	<ul style="list-style-type: none"> The writer's voice (individual personality) is compelling and engaging. 	<ul style="list-style-type: none"> The writer's voice is present but may not be particularly compelling. 	<ul style="list-style-type: none"> The writer's voice is weak. 	<ul style="list-style-type: none"> Voice is not evident.

CONVENTIONS RUBRIC: ENGLISH II AND III

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills and skills mastered in preceding grades as detailed in the [Language Standards](#).

Sentence Formation: completeness and correct construction of different types of sentences

1	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

1	The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: correct punctuation and capitalization

1	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling: correct spelling of high-frequency and grade-appropriate words

1	The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

Sentence Formation:	
If a sentence contains a run-on or a comma splice, it is a sentence formation error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A fragment is a sentence formation error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a sentence formation error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a sentence formation error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

Usage, Mechanics, and Spelling:	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts only once , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are usage errors.	<i>When <u>it</u> is no school, I play all day.</i>
Use of double comparatives or double negatives is a common usage error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common usage error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns and collective nouns with possessives are usage errors.	<i><u>Everybody situation</u> is different.</i> <i><u>People lives</u> all take different paths.</i>
If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error.	Usage: <i>We all went to the skating <u>ring</u>.</i> Spelling: <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word (<i>are/our, through/though</i>) is used instead of the correct word, it is a usage error.	<i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i>
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error.	

Usage, Mechanics, and Spelling (continued):	
If a sentence begins with a capital letter but is not preceded by a period, the error is a mechanics error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a mechanics error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are mechanics errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we</u> are in trouble.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a mechanics error.	<i>I worked at the National Fou- ndation for the Blind.</i>
An error may be either a usage, mechanics, or spelling error. Use either context clues or error patterns to determine which dimension would be most appropriate.	Mechanics: <i><u>Were</u> going to Disneyland on our vacation.</i> Spelling: <i>All the <u>hero's</u> aren't in the movies.</i>
<i>TV, T.V., and tv</i> are all acceptable and not mechanics errors.	

Other Issues:	
Errors resulting from incorrect copying of information provided in the passage(s) are counted as sentence formation, usage, mechanics, or spelling errors, depending upon the type of error.	
The rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a usage error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>