

Response to Writing Prompt Rubric

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt.

However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

4 The essay —

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language.

(Errors are generally first-draft in nature.)

A Persuasive Composition:

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The essay —

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus; and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language.

(Errors do **not** interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

2 The essay —

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little* or **no** sense of audience.
- provides *few, if any*, types of sentence types, and basic, *predictable* language.
- may contain *several errors* in the conventions* of the English language.

(Errors **may** interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

1 The essay —

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates a *lack of* tone and focus; and illustrates **no** control of organization.
- may demonstrate **no** sense of audience.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language.

(Errors interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

NS Non-Scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise nonresponsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.