

Figure C8.1 Rubric for Grading Student Writing in All Content Areas

Content	Form	
8 <ul style="list-style-type: none"> • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material. 	4 <ul style="list-style-type: none"> • Response contains sophisticated and effective use of transitions and strategic repetition, indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors. 	Legibility 1: Easy to read 0: Difficult to read
6 <ul style="list-style-type: none"> • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material. 	3 <ul style="list-style-type: none"> • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors. 	
4 <ul style="list-style-type: none"> • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material. 	2 <ul style="list-style-type: none"> • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains lapses in sentence structure that interfere with the clarity of thought. 	
2 <ul style="list-style-type: none"> • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material. 	1 <ul style="list-style-type: none"> • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure. 	Length 1: Sufficient 0: Insufficient
0 <ul style="list-style-type: none"> • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content. 	0 <ul style="list-style-type: none"> • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure. 	
Evaluated by: Self Peer Teacher (Circle One) Comments:		Scoring 13–14 = Advanced 11–12 = Proficient 8–10 = Needs Improvement 0–7 = Failing _____ Total Score

NOTE: This rubric was developed by the teachers of Brockton High School, Brockton, Massachusetts. Used with permission.

Retrieved from the companion DVD for *The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success* by Vivian Troen and Katherine C. Boles. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2011 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.