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Evidence-Based Writing Rubric

	High Proficiency	Basic Proficiency	Approaching Proficiency	Not Proficient
Content And Analysis	Contains a clear, compelling claim. Claim demonstrates insightful comprehension and valid precise inferences. Overall analysis follows logically from the text.	Contains a clear claim. Claim demonstrates sufficient comprehension and valid basic inferences. Overall analysis follows logically from the text.	Contains a claim, but is not fully articulated. Claim demonstrates basic literal misinterpretation. Major points of textual analysis are missing or irrelevant to accomplish purpose.	Contains a minimal claim that is beyond correct literal repetition. Minimal inferential analysis serves no clear purpose.
Command Of Evidence	Central claims are well-supported by textual evidence. Use of relevant evidence is sustained throughout the entire analysis. The core reasoning follows from evidence.	Central claim is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning follows from evidence.	Central claim is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence.	Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
Coherence And Organization	The organization strengthens the exposition. The introduction establishes context; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integrations, sentence variety, and consistent formatting.	The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the context and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.	Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; the organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.	There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.
Control of Language and Grammar	Contains precise and vivid vocabulary, which may include imagery of figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few	Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. Evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors slightly reduce the force of the writing.	Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, distorting the presentation of ideas. There are few or no attempts to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.	Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

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	and so minor that they do not disrupt readability or affect the force of the writing.			