

WEC 6-12 WRITING RUBRIC					
Writing Standards & Focus Area		Partially Met Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
FOCUS/CONTROLLING IDEA	CCSS.ELA-Literacy.W4: Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes and audiences.	___ I do not address the prompt or my claim/topic is off task.	___ I address the prompt , but my claim/topic may not be entirely clear or focused.	___ I address the prompt appropriately with a clear/original claim/topic.	___ I address all aspects of the prompt appropriately which includes a comprehensive, credible, and original claim/topic.
	CCSS.ELA-Literacy.W2: Write informative/explanatory texts to examine topics and convey ideas , concepts, and information through selection, organization, and analysis of relevant content.	___ My claim or topic may not relate to the content.	___ My claim or topic demonstrates a limited understanding of the content.	___ My claim or topic demonstrates an understanding of the content.	___ My claim or topic demonstrates a strong understanding of the content.
	CCSS.ELA-Literacy.W1: Write arguments to support claims with clear reasons and relevant evidence.	___ My writing is very difficult for my audience to understand.	___ My audience may or may not understand the idea I am trying to convey.	___ My audience understands my response.	___ My audience finds my writing to be interesting and believable.
ORGANIZATION <small>(RACE/ACE-IT/Accordion)</small>	CCSS.ELA-Literacy.W1e: Provide concluding statements or section that follow from and support arguments presented.	___ My organization and writing structure are unclear to my audience.	___ My response has some organization , but it is still somewhat confusing for my audience.	___ My organization and structure contain all of the elements of an effective response (introduction, body paragraph(s) with evidence &/or details, and a conclusion).	___ My organization/structure contains all of the elements of an effective response and creates a fluid piece that is engaging for my audience.
	CCSS.ELA-Literacy.1a: Introduce claims, acknowledge and distinguish claims from alternate or opposing claims, and organize reasons and evidence logically.	___ It is hard to tell where my ideas start and end.	___ Some of my ideas are incoherent or are mixed within multiple paragraphs.	___ My ideas are clear to my audience, but may not be very original or interesting.	___ My ideas are well-connected, and logically sequenced.
	CCSS.ELA-Literacy.W1c: Use words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons, and evidence.	___ My response lacks proper transitions.	___ My response contains some transitions but may not be appropriately used.	___ My response contains appropriate transitions.	___ My response contains appropriate and varied transitions that enhance meaning for the reader.
DEVELOPMENT	CCSS.ELA-Literacy.W1d: Establish and maintain formal style.	___ My language is informal (slang).	___ I am inconsistent with my use of academic language. My style of writing is sometimes formal and sometimes informal.	___ My style of writing is mostly formal , and I mostly use academic language.	___ My sentence structure varies, my academic language is advanced , and the style of my writing is formal.
	CSS.ELA-Literacy.W9: Draw evidence from literary or informational texts to support analysis, reflection, argument and/or research	___ I do not include any evidence/details OR I include evidence that does not support my claim or topic.	___ I include some evidence/details , but it's not very relevant and it does not connect well to my claim or topic.	___ I have many facts, details, evidence, and/or examples that relate to, and support, my claim or topic.	___ I have many facts, details, evidence, and/or examples that relate to my claim, capture my audience's attention, and convince the reader of my claim or topic.
	CCSS.ELA-Literacy.W1b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of topics or texts.	___ My explanation is missing or confusing.	___ My explanation does not tie to my evidence or is not logical.	___ I explain and interpret my evidence and make a case for how it ties logically to my claim/topic.	___ My explanation and interpretation of my evidence show that I have made inferences and ties logically to my claim/thesis.
	CCSS.ELA-Literacy.W1a: Introduce claims, acknowledge and distinguish claims from alternate or opposing claims , and organize reasons and evidence logically.	___ I do not introduce a counterclaim.*	___ I introduce a counterclaim , but it may not be explicit.*	___ I acknowledge an alternate viewpoint or counterclaim.	___ I address my counterclaim's strengths and limitations in a way that advances my response and/or thesis.*
CONVENTIONS	CCSS.ELA-Literacy.L2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	___ It's hard for my reader to understand what I wrote. I have a lot of grammar and punctuation errors.	___ My reader can mostly understand what I wrote, but I have grammar errors.	___ My reader can understand what I'm saying, and my response is clear. My grammar is nearly error-free.	___ My response shows a well-developed, coherent understanding of standard English , and my paper is error-free.
	CCSS.ELA-Literacy.L1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.	___ I have many verb tense errors that make it difficult to understand my overall response.	___ I have verb tense errors that distract from my overall response.	___ I have verb tense errors , but they don't distract the reader.	___ My response follows a consistent verb tense.
	CCSS.ELA-Literacy.W8: Follow a standard format for citation.	___ I do not cite my sources.	___ I cite some of my sources but incorrectly.	___ I cite my sources with a few minor errors.	___ I cite my sources free of errors.
*In certain types of writing, counterclaim or counter examples may be necessary/applicable. Use at teacher discretion.					