

Analytic Rubric for the Extended Constructed Response

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Content/ Organization: (includes: focus, development, organization)	<p>The writing:</p> <ul style="list-style-type: none"> • Meets all requirements of the prompt • Stays fully focused on topic • Includes relevant information • Provides main ideas and specific, elaborated details that move beyond the obvious • Includes an inviting introduction, logical arrangements of ideas, and satisfying conclusion • Maintains a clear order with transitions between ideas 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets most of the prompt's requirements • Stays mostly focused • Includes mostly relevant information • Provides main idea but details are general or brief or obvious • Includes a recognizable introduction, arrangement of ideas, and conclusion; ideas may wander a bit; may be predictable • Provides some connections between ideas with few transitions 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets some of the prompt's requirements • Addresses a broad topic OR focuses on a trivial point • Provides sketchy information that may be list-like • Begins or ends abruptly; arrangement of ideas is stilted or occasionally random • Rarely uses transitions 	<p>The writing:</p> <ul style="list-style-type: none"> • Meets few of the prompt's requirements • Severely digresses from topic • Includes much irrelevant information • Does not provide main ideas or does not support them; details may be repetitious • Begins or ends abruptly with no introduction or conclusion; there is little or no attempt to establish order • Does not connect ideas 	<p>The writing is off topic.</p>

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Style/Fluency (Includes: voice, word choice, and vocabulary; sentence structure; legibility)	The writing: <ul style="list-style-type: none"> • Is engaging • Uses accurate, precise vocabulary that is appropriate for audience and purpose • Uses active and precise verbs • May use figurative language, imagery, and /or striking language • Is fluent, easy to read • Uses an effective variety of sentence beginnings, structures, and length • Is readable, neat, nearly error-free 	The writing: <ul style="list-style-type: none"> • Is occasionally engaging • Uses accurate but general word choice that is appropriate for the audience and purpose • Uses a mix of precise and general verbs • Uses familiar vocabulary and phrases with some striking language • Is generally fluent with occasional choppiness • Uses some variety of sentence beginnings, structures, and length • Is mostly readable and neat 	The writing: <ul style="list-style-type: none"> • Is somewhat bland • Uses general word choice that may include occasional errors in word usage • Uses a few active verbs but most are imprecise or colorless (i.e., is, did, go) • Uses familiar vocabulary and phrases • Uses a variety of sentence beginnings, structure, or length but has many rambling or choppy sentences • Is readable but somewhat sloppy 	The writing: <ul style="list-style-type: none"> • Is bland • Uses inaccurate or repetitive word choice that is occasionally inappropriate for audience and purpose • Uses passive, colorless, or imprecise verbs • Uses vague language or frequent clichés • Is incomplete or rambling • Uses simple, repetitive sentence beginning, structures, and lengths OR many sentences combined needlessly • Has some unreadable portions 	The writing is illegible

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Language Usage			<p>Language skills successfully support meaning; few, if any, errors in following:</p> <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation; end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviation and paragraphing 	<p>Language skills support meaning; several errors in some or all of the following:</p> <ul style="list-style-type: none"> • Subject/verb and pronoun/antecedent agreement • Modifiers • Punctuation; end punctuation, commas, apostrophes, quotation marks, semicolons • Abbreviations and capitals • Spelling and paragraphing 	<p>Language skills impede meaning; response is error-ridden</p>
Planning				Evidence of planning	No evidence of planning