

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Secondary Education
Department of 7-12 Instruction

GRADES 7-12 WRITING SCORING GUIDE/RUBRIC

	NR NO RESPONSE	1 DOES NOT MEET STANDARDS	2 APPROACHING STANDARDS	3 MEETS STANDARDS	4 EXCEEDS STANDARDS
C O N T E N T	a. Does not answer prompt. b. No response.	a. Needs evidence of main idea, thesis, or narrative components. b. Length is not appropriate to cover topic. c. Ideas are not related to main idea/purpose. d. There is little or no support for main ideas. e. Paper does not reach a conclusion. f. Prompt is marginally addressed.	a. Main idea, topic, purpose, or thesis is present but unclear. Incomplete narrative components. b. Length is adequate to convey meaning, but additional detail is needed. c. Paper contains irrelevant information. d. Details supporting main ideas are present but not fully developed. e. Conclusion is a restatement of paper's major points. f. Prompt is partially addressed.	a. Main idea/thesis is clear or narrative components are present. b. Length is appropriate to cover topic completely and in depth. c. All ideas are related to the main idea/purpose. d. Main ideas are linked to thesis and are supported by valid details, illustrations, examples. e. Conclusion reflects understanding of paper's major points. f. All parts of prompt addressed fully.	a. Main idea /thesis is insightful or narrative components are well developed. b. Length covers topic in depth and meets all writing standards. c. All ideas are related to main idea/purpose and are fully developed. d. Main ideas are supported and reflect a critical understanding of topic. e. The conclusion ties the paper together in an insightful way. f. Prompt is addressed insightfully.
O R G A N I Z A T I O N		a. No evidence of an introduction. b. Paper needs paragraphs to signal new ideas. c. Paper lacks transitions from one idea/paragraph to next. d. Paragraphs lack logic and/or sequence.	a. Evidence of an introduction, but it is vague. b. Paper has evidence of paragraphing. c. Paper has inconsistent/no use of topic sentences. d. Inconsistent use of transitions from one paragraph/ idea to the next. e. Paragraphs may have some logic/sequence.	a. Paper has a clear introduction. b. Paragraphs signal new ideas. c. All paragraphs have coherent topic sentences when appropriate. d. Paper has transition sentences leading to next paragraph/idea e. Paragraphs have logic and/or sequence.	a. Paper has an insightful/engaging introduction. b. Paragraphs clearly signal the introduction of new ideas. c. Paragraphs have concise topic sentences. d. Effective transitions shift effortlessly between paragraphs/ideas. e. Paragraphs have clear logic/sequence.
V O I C E/ S T Y L E		a. Language that is appropriate for purpose and audience is needed. b. Language is mechanical <u>and</u> awkward. c. Writer's voice/style is not detectable. d. Language does not hold readers' attention. e. Word choice obscures meaning.	a. Language is generally appropriate for purpose and audience. b. Language is mechanical <u>or</u> awkward in places. c. Writer's voice/style is attempted. Inconsistent perspective. d. Language is simplistic. e. Word choice accurate, but not specific.	a. Language is appropriate for purpose and audience. b. Language is fluid. c. Writer's voice/style is evident and consistent. d. Language engages readers' attention. e. Word choice is accurate and vivid.	a. Language is sophisticated, vivid, and tailored to the audience. b. Language is expressive and fluid. c. Consistent, unique voice and perspective. d. Language is thought provoking. e. Word choice enhances clarity.
MARK MECHANICS IF THEY IMPEDE READING OF PAPER					
M E C H A N I C S		a. Many sentences are incomplete and/or incoherent. b. Sentence structure is repetitive. c. Frequent or major grammatical errors. d. Has many punctuation, capitalization, and/or spelling errors. e. Paper format is incorrect. f. Paper is illegible.	a. Most sentences are complete and coherent. b. Some sentence variety is evident. c. Has some punctuation, capitalization, and/or spelling errors; they do not interfere with reading/meaning. d. Paper is legible.	a. Sentences are complete and coherent. b. Sentence structure is varied. c. Paper has no significant grammatical, punctuation, capitalization, or spelling errors.	a. All aspects of column 3 plus a skillful use of sentence variety.