

## PBA Common Rubric for High School Writing Samples

### COMPOSING   /

|                               | 4  | 3  | 2   | 1  |
|-------------------------------|--|--|---|--|
| <b>ORGANIZATION AND UNITY</b> | <ul style="list-style-type: none"> <li>● Introduction with clear, focused thesis stating a well-defined position</li> <li>● Exhibits unity by following a logical organizational plan</li> <li>● Maintains a consistent point of view</li> <li>● Uses transitions effectively, connecting ideas within/across paragraphs</li> <li>● Effective conclusion provides a call to action or offers a solution</li> </ul> | <ul style="list-style-type: none"> <li>● Introduction with clear thesis and identified position</li> <li>● Exhibits some unity with an organizational plan and some minor digressions</li> <li>● Point of view may shift occasionally</li> <li>● Uses transitions, connecting ideas within/across paragraphs</li> <li>● Effective conclusion, may restate the problem and recommend a solution/call to action</li> </ul> | <ul style="list-style-type: none"> <li>● Introduction may include a thesis with an unclear position</li> <li>● Exhibits inconsistent unity and a lack of organization due to major digressions</li> <li>● Shifts in point of view</li> <li>● Limited or inconsistent use of transitions within and across paragraphs</li> <li>● Conclusion merely restates the thesis, no solution or call to action</li> </ul> | <ul style="list-style-type: none"> <li>● No introduction and no thesis</li> <li>● Exhibits no unity due to a lack of an organizational plan and major digressions</li> <li>● No clear point of view</li> <li>● Absence of transitions connecting ideas</li> <li>● Does not include a call to action or a conclusion</li> </ul> |
| <b>ELABORATION</b>            | <ul style="list-style-type: none"> <li>● Contains precise, relevant <b>evidence</b> supporting purpose and intended audience</li> <li>● Complete explanation of how evidence and details support position</li> <li>● Details clarify and defend the writer’s position; fully, clearly elaborates ideas</li> </ul>  | <ul style="list-style-type: none"> <li>● Contains adequate evidence supporting purpose and audience</li> <li>● Explanation of how evidence and details support position</li> <li>● Some details clarify and defend the writer’s position, minor lapses in elaboration</li> </ul>   | <ul style="list-style-type: none"> <li>● Contains limited evidence supporting purpose and audience</li> <li>● Limited explanation of how evidence and details support position</li> <li>● Few details clarify or defend the writer’s position, major lapses in elaboration</li> </ul>   | <ul style="list-style-type: none"> <li>● Contains little or no evidence supporting purpose and audience</li> <li>● No explanation of how evidence supports position</li> <li>● Little or no elaboration</li> </ul>   |
| <b>COUNTER-CLAIMS</b>         | <ul style="list-style-type: none"> <li>● Effectively distinguishes <b>counterclaims</b> and counterevidence from claims</li> </ul>   | <ul style="list-style-type: none"> <li>● Adequately distinguishes counterclaims and counterevidence from claims</li> </ul>   | <ul style="list-style-type: none"> <li>● Attempts to distinguish counterclaims and counterevidence from claims</li> </ul>   | <ul style="list-style-type: none"> <li>● Fails to address counterclaims and/or provide counter evidence</li> </ul>   |

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|-----------------|--|---|--|---|
| <b>RESEARCH</b> | <ul style="list-style-type: none"> <li>● Source material is smoothly integrated into the text</li> <li>● Research is current, from credible, reliable sources and provides evidence</li> </ul> | <ul style="list-style-type: none"> <li>● Research is from reliable sources but may lack credibility or be outdated</li> <li>● Sources are used and source material is integrated into the text</li> </ul> | <ul style="list-style-type: none"> <li>● Research is from sources that lack credibility or contain outdated evidence</li> <li>● Integration of source material is awkward</li> </ul> | <ul style="list-style-type: none"> <li>● Lack of supported evidence from sources</li> </ul> |
|-----------------|--|---|--|---|

**GRAMMAR/USAGE\_/**

|  | <b>4</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>  |
|--|---|---|--|---|
| <b>STYLE</b>                           | <ul style="list-style-type: none"> <li>● Highly purposeful sentence variety</li> <li>● Sentences incorporate subordination of ideas, and/or effective embedding of modifiers</li> </ul>   | <ul style="list-style-type: none"> <li>● Some purposeful sentence variety</li> <li>● Some sentences use subordination of ideas and/or embedding modifiers</li> </ul>  | <ul style="list-style-type: none"> <li>● Limited sentence variety</li> <li>● Little subordination of ideas</li> </ul>  | <ul style="list-style-type: none"> <li>● No sentence variety</li> <li>● No subordination or embedding modifiers</li> </ul>  |
| <b>WORD CHOICE/<br/>VOCABULARY</b>     | <ul style="list-style-type: none"> <li>● Contains highly specific word choice, descriptive language, and selected information</li> <li>● Purposeful tone appropriate for intended audience with evidence of writer's voice</li> </ul> | <ul style="list-style-type: none"> <li>● Contains specific word choice, descriptive language, and selected information</li> <li>● Evidence of appropriate tone and some evidence of writer's voice</li> </ul> | <ul style="list-style-type: none"> <li>● Limited word choice, descriptive language, and/or selected information</li> <li>● Inconsistent tone and limited evidence of writer's voice</li> </ul> | <ul style="list-style-type: none"> <li>● Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information</li> </ul>                            |
| <b>SENTENCE STRUCTURE</b>              | <ul style="list-style-type: none"> <li>● Use of complex sentence structure without run-ons and fragments</li> </ul>   | <ul style="list-style-type: none"> <li>● Some use of complex sentence structure, may contain an occasional run-on/fragment</li> </ul>   | <ul style="list-style-type: none"> <li>● Limited use of complex sentence structure, many run-ons/ fragments</li> </ul>   | <ul style="list-style-type: none"> <li>● No use of correct, complex sentence structure</li> </ul>   |
| <b>USAGE/MECHANICS/<br/>FORMATTING</b> | <ul style="list-style-type: none"> <li>● Consistent control of usage, grammatical conventions, and spelling</li> <li>● Correct formatting of citations using MLA/APA style</li> </ul>   | <ul style="list-style-type: none"> <li>● Reasonable control of usage, grammatical conventions, and spelling</li> <li>● Formatting of citations with minor errors using MLA/APA style</li> </ul>               | <ul style="list-style-type: none"> <li>● Inconsistent control of usage, grammatical conventions, and spelling</li> <li>● Incomplete or inaccurate formatting of citations</li> </ul>           | <ul style="list-style-type: none"> <li>● Little/no control of usage, grammatical conventions, and spelling</li> <li>● Little formatting of citations or citations not included</li> </ul> |