Noble High School School-wide Writing Rubric

On the following page of this document, you will find the Noble High School School-wide Writing Rubric. This rubric has been designed to assess whether a student can meet our school's expectations for research, as articulated in our 21st Century Learning Expectation A3.i:

> **A1.i. <u>Effective Communication</u>**: Communicates clearly and effectively in writing.

Our expectation at Noble High School is that students will be able to use writing to convey their own original ideas and to present information that they have learned from other sources. We expect students to be able to choose words that communicate their meaning with power, to use a tone and style appropriate to their audience, to use figurative language and analogies to bring ideas and scenes to life, and to proofread effectively.

Using this rubric:

This rubric has been designed to assess whether students meet the standards for writing as described by the Common Core State Standards for English Language Arts.

This rubric was designed with two optional columns at the right labeled "S" and "T". These columns are intended to enable the students to evaluate themselves. The student puts the grade that they think they deserve in the "S" column, and the teacher uses the "T" column. Other options for teachers when using this rubric would be to delete these two columns and to simply highlight in a bright color the square that best describes the student's work. If you would prefer to print the rubric, you could delete the T column and circle the square or bullets that best describe the student's work.

To print the rubric in landscape view, follow these directions: Landscape Printing

Adopted: 6/2014

Student Name:	**Noble High School**	Course:
Teacher:	**21st Century Learning Expectations**	Unit:
Date:	**A1: Academic: Effective Communication; Writing (Grades 9-10)**	Assignment:

Rubric Items for all writing pieces:

Criteria	Weight	Distinguished (A)	Advanced (B)	Basic (C)	Does Not Meet (NM)	S	T
Mechanics & Profession alism W.9-10.1 W.9-10.2		● Mechanical errors are barely or not present. ● All of the assignment's formatting instructions have been followed.	● There are few mechanical errors. ● All of the assignment's formatting instructions have been followed.	● Mechanical errors do not interrupt the reader or make the piece hard to understand. ● Most of the assignment's formatting instructions have been followed.	● Mechanical errors are so common that they disrupt the reader. ● The assignment's formatting instructions have not been followed.	●	●
Organiz ation W.9-10.2c W.9-10.3c W.9-10.4		● Introduction and conclusion contain all requirements and give an interesting perspective that leads the reader to consider wider questions or ideas. ● Transitions are crafted seamlessly to connect sections. ● Events or sections are arranged in a sophisticated way that enhances the piece.	● Introduction is complete and engaging. ● Transitions not only link paragraphs but clarify the connections among them. ● Conclusion is complete and engaging. ● Events or sections are thoughtfully and effectively arranged.	● Introduction has a basic hook, background information, and claim/thesis. ● Transitions link paragraphs. ● Conclusion follows from and supports the information or explanation presented. ● Events or sections are arranged in a logical way.	● The piece may lack an introduction or conclusion. ● The piece has no transitions. ● Events or sections are arranged in a way that is hard to follow or does not make sense.	●	●
Word Choice W.9-10.2d W.9-10.2e L.9-10.4b L.9-10.4c		● Word choices are sophisticated and indicate awareness of the letter sounds, connotations, and multiple meanings of words.	● Word choice is appropriate for the subject and precise. ● All words are used correctly	● Word choice is appropriate for the subject. ● Most words are used correctly.	● Word choice is unclear, simplistic or informal. ● Some words are not used correctly.	●	●
Style & Tone L.9-10.1b L.9-10.3		● Sentences are complete and are skillfully crafted. ● Tone and style are sophisticated and show a strong awareness of audience and purpose. ● Student's voice maintains a strong presence throughout the piece.	● Sentences are complete and vary in length and structure. ● Tone and style show an awareness of audience and purpose. ● Student's voice is present throughout most of the piece.	● Sentences are complete. ● An attempt has been made to convey an appropriate tone. ● Style is appropriate for the piece.	● Sentences may be short and choppy, or they disrupt the flow of the piece. ● Tone is inappropriate to the task, inconsistent, or missing altogether.	●	●

Where You Are Now: Distinguished_____   Advanced_____   Basic_____   Does Not Meet

Adopted: 6/2014

Optional Rubric Items for Argumentation, Grades 9-10

Criteria	Weight	Distinguished (A)	Advanced (B)	Basic (C)	Does Not Meet (NM)	S	T
Claim W.9-10.2a		● The central claim uses engaging word choice and/or sentence structure to address all parts of the assignment. It presents complex ideas, concepts and information in a way that helps the reader make new connections or distinctions.	● The central claim uses engaging word choice and/or language to address all parts of the assignment. It presents complex ideas, concepts, or information.	● The central claim is clear and addresses all parts of the assignment or question.	● The central claim is not understandable or does not address all parts of the assignment.	●	●
Evidence W.9-10.2b RL.9-10.1		● The claim/thesis is supported with facts, concrete details, quotations, or other information and examples which support the claim and may indicate sophisticated research. ● Evidence is presented in a logical way that strengthens the argument.	● The claim/thesis is supported with well-chosen and relevant facts, concrete details, quotations, or other information and examples. ● Some attention is given to the order in which evidence is presented.	● The claim/thesis is supported with basic facts, concrete details, quotations, or other information and examples.	● The writer does not include basic facts or examples to defend claim/thesis. ● The quotes or examples chosen connect poorly with the claim, do not support the claim or indicate misunderstanding of the sources or texts.	●	●
Reasoning W.9-10.1		● The writer provides a thorough and specific explanation of the relationship between each piece of evidence and the claim/thesis.	● The writer provides a clear explanation of the relationship between each piece of evidence and the claim/thesis.	● The writer provides a basic explanation of the relationship between each piece of evidence and the claim/thesis.	● The writer does not adequately explain the relationship between each piece of evidence and the claim/thesis.	●	●
Content *Optional* W9-10.2		● Demonstrates a sophisticated understanding of the prompt ● The writer stays on topic and provides an insightful perspective.	● Demonstrates a clear understanding of the prompt. ● The writer stays on topic and provides additional details to strengthen the piece.	● Demonstrates a basic understanding of the prompt ● The writer stays on topic but does not go in depth.	● Does not demonstrate.	●	●

Where You Are Now: Distinguished_____Advanced_____Basic_____Does Not Meet

Adopted: 6/2014

Student Name:		Noble High School	Course:
Teacher:		21st Century Learning Expectations	Unit:
Date:		A1: Academic: Effective Communication; Writing (Grades 11-12)	Assignment:

Rubric Items for all writing pieces:

Criteria	Weight	Distinguished (A)	Advanced (B)	Basic (C)	Does Not Meet (NM)	S	T
Mechanics & Professionalism L.11-12.1 L.11-12.2		• Mechanical errors are barely or not present. • All of the assignment's formatting instructions have been followed.	• There are few mechanical errors. • All of the assignment's formatting instructions have been followed.	• Mechanical errors do not interrupt the reader or make the piece hard to understand. • Most of the assignment's formatting instructions have been followed.	• Mechanical errors are so common that they disrupt the reader. • The assignment's formatting instructions have not been followed.	•	•
Organization W.11-12.2c W.11-12.3c W.11-12.4		• Introduction and conclusion contain all requirements and give an interesting perspective that leads the reader to consider wider questions or ideas. • Transitions are crafted seamlessly to connect paragraphs in a sophisticated way. • Events or sections are sequenced in a sophisticated way that creates a unified whole.	• Introduction is complete and engaging. • Transitions not only link paragraphs but are well selected and clarify the connections among them. • Conclusion is complete and engaging. • Events or sections are thoughtfully and effectively sequenced in a way that builds on previous paragraphs.	• Introduction has an introductory sentence and claim/thesis (if applicable). • Transitions link paragraphs. • Conclusion follows from and supports the information or explanation presented and reinforces the central idea. • Events or sections are sequenced in a logical way.	• The piece may lack some or all required components of introduction and/or conclusion. • The piece has no transitions. • Events or sections are sequenced in a way that is hard to follow or does not make sense.	•	•
Word Choice W.11-12.2.D W.11-12.3.D L.11-12.6		• Word choices are sophisticated and indicate awareness of the letter sounds, connotations, and multiple meanings of words.	• Vocabulary is precise and appropriate for the subject. • All words are used correctly.	• Vocabulary is appropriate for the subject. • Most words are used correctly.	• Vocabulary is poorly chosen or inappropriate for the subject. • Some words are not used correctly.	•	•
Style & Tone L.11-12.1b L.11-12.3		• The sentences are skillfully crafted, and highly varied in length and type. • The writer skillfully uses appropriate techniques to communicate ideas, images or events in a sophisticated way. • The writer maintains an appropriate tone while honoring individual voice.	• Varied syntax is used throughout the piece to make it engaging and readable. • The writer effectively uses appropriate techniques to communicate ideas, images or events. • Tone is clear and appropriate for the assignment.	• In some places the student uses varied syntax (sentences of many different lengths, types and rhythms) to make the piece engaging and readable. • The writer attempts to use appropriate techniques to communicate ideas, images or events. • Tone is appropriate for the assignment.	• Sentences are generally short and choppy, or are structured so poorly that they detract from meaning. • The writer does not use literary devices to make their writing powerful or effective, or uses these devices poorly. • Tone is inappropriate for assignment.	•	•

Where You Are Now: Distinguished_____ Advanced_____ Basic_____ Does Not Meet_____

Optional Rubric Items for Argumentation, Grades 11-12

Criteria	Weight	Distinguished (A)	Advanced (B)	Meets (C)	Does Not Meet (NM)	S	T
Claim W.11-12.1a		• The central claim/thesis uses engaging vocabulary and sentence structure to address all parts of the assignment. • The central claim/thesis is precise, knowledgeable and presents complex ideas, concepts and information in a way that helps the reader make new connections or distinctions.	• The central claim/thesis uses engaging vocabulary or sentence structure to address all parts of the assignment. • The central claim/thesis is precise, knowledgeable and presents complex ideas, concepts, or information.	• The central claim/thesis is clear and knowledgeable while addressing all parts of the assignment or question.	• The central claim/thesis is not clear or does not address all parts of the assignment.	•	•
Evidence W.11-12.1b RL.11-12.1		• The claim/thesis is supported with facts, concrete details, quotations, or other information and examples which support the claim and may indicate sophisticated research. • Evidence is presented in a logical way that strengthens the argument.	• The claim/thesis is supported with well-chosen and relevant facts, concrete details, quotations, or other information and examples. • Some attention is given to the order in which evidence is presented.	• The claim/thesis is supported by evidence that includes sufficient facts, concrete details, quotations, or other information and examples.	• The writer does not include basic facts or examples to defend claim/thesis. • The citations or examples selected connect poorly or do not support the claim. • The citations may indicate misunderstanding of the sources or texts.	•	•
Reasoning W.11-12.1		• The writer provides a thorough and specific explanation of the relationship between each piece of evidence and the claim/thesis.	• The writer provides a clear explanation of the relationship between each piece of evidence and the claim/thesis.	• The writer provides a basic explanation of the relationship between each piece of evidence and the claim/thesis.	• The writer does not adequately explain the relationship between each piece of evidence and the claim/thesis.	•	•
Content		• Demonstrates a sophisticated understanding of the prompt • The writer stays on topic and provides an insightful perspective.	• Demonstrates a clear understanding of the prompt. • The writer stays on topic and provides additional details to strengthen the piece.	• Demonstrates a basic understanding of the prompt • The writer stays on topic but does not go in depth.	• Does not demonstrate understanding of the prompt.	•	•

Where You Are Now: Distinguished_____Advanced_____Basic_____Does Not Meet

Adopted: 6/2014