**Scoring Rubric for MS Writing Pretest, English 6-8**

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|  | **Extending/Advanced (4)** | **Maintaining/Proficient (3)** | **Developing**  **(2)** | **Emerging**  **(1)** |
| **Proposition**  **Counts 2x** | * Effectively conveys the point of view on the issue in an original way | * Clear and focused statement of the proposition; formulaic/general | * The central proposition is vague/unclear | * The central proposition is lacking |
| **Organization**  **Counts 2x** | * Appropriate transitional/signal words are present and clearly link ideas. * An introduction and closing statement are clearly connected and emphasize the proposition. * There is unity of ideas within and between paragraphs. | * Transitional/signal words are present. * An introduction and closing statement are present; however, they do not emphasize the proposition. * The ideas within and between paragraphs have some organizational flow with minor lapses. | * Few transitional/signal words are used. * An introduction and closing statement are present; the connection between the two is unclear or lacking. * The ideas within and between paragraphs have major lapses which affect the organizational flow. | * Transitional/signal words are lacking. * The introduction and/or closing statement is missing. * The ideas within and between paragraphs have major lapses which affect the organizational flow and the obscure the meaning of the proposition. |
| **Support/**  **Elaboration**  **Counts 2x** | * Detailed, relevant, and convincing examples are incorporated to support the position. | * Relevant examples are incorporated to support the proposition. | * There is little or no elaboration; or a few brief details; or a list of general, underdeveloped statements to support the position. | * No developed examples are used to support the proposition. |
| **Vocabulary/**  **Word Choice**  **Counts 2x** | * The writer’s deliberate word choice creates a strong persuasive tone. * Precise vocabulary enhances the argument. | * The writer’s word choice creates a persuasive tone. * Some specific word choice is used; however, a few general statements or vague words may be present. | * The tone is inconsistent. * Some specific word choice is evident, but mostly there is imprecise, bland language. | * The tone is not developed or inappropriate. * Word choice is general, vague, or repetitive. |
| **Sentence Formation and Variety** | * There is consistency in the formation of complete sentences, and standard grammar usage is evident. | * There is reasonable control of the formation of complete sentences and grammar usage. | * There is inconsistency in the formation of complete sentences and/or standard grammar usage. | * Incorrect sentence formation and/or grammar usage errors distract the reader. |
| **Usage and Mechanics** | * The argument is free of most errors in grammar, usage, and mechanics. * All paragraphs are indented. | * The argument is generally free of most errors in grammar, usage, and mechanics. * All paragraphs are indented. | * The argument has some errors in grammar, usage, and mechanics. * At least one paragraph is indented. | * The argument has significant errors in grammar, usage, and mechanics that hinder the reading of the text. * No paragraphs are indented. |

**Grade:**

**Comments:**