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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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:**