

VDOE High School Writing Scoring Rubric

Composing / Written Expression (weighted 2x)

4 points	3 points	2 points	1 point
<p>The writer demonstrates consistent, though not necessarily perfect, control* of the Composing/Written Expression domain's features. The writing at this score point level:</p>	<p>The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The writer may control some features of the domain more than others. The writing at this score point level:</p>	<p>The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. The writing at this score point level:</p>	<p>The writer demonstrates little or no control of most of the Composing/Written Expression domain's features. The writing at this score point level:</p>
<ul style="list-style-type: none"> -Develops a clear thesis that illustrates the central idea, purpose, or position. -Draws effective conclusions that follow logically from reasons, claims, or evidence presented. -Includes a call to action or solution, analyzes misconceptions, or addresses counterclaims, when appropriate for the mode of writing. -Contains precise, relevant evidence that fully and clearly elaborates ideas and supports purpose, audience, and situation. -Organizes ideas in a sustained and logical sequence and exhibits unity by having few if any digressions, maintaining a consistent point of view, and using effective, purposeful transitions to connect ideas within and across paragraphs. -Contains purposeful sentence construction and variety through the appropriate subordination of ideas and/or the effective embedding of modifiers. -Contains specific word choice, descriptive language, and purposeful information, enhancing the writer's voice and creating a tone appropriate for the intended audience. 	<ul style="list-style-type: none"> -Develops a generally clear thesis that illustrates the central idea, purpose, or position. -Draws reasonable conclusions that follow from reasons, claims, or evidence presented. -Attempts to provide a call to action or solution, analyze misconceptions, or address counterclaims, when appropriate for the mode of writing. -Contains relevant evidence that elaborates ideas and supports purpose, audience, and situation, though elaboration may be thin or uneven. -Organizes ideas in a logical sequence and exhibits unity while including a few minor digressions and occasional shifts in point of view; reasonable transitions connect ideas within and across paragraphs. -Contains some purposeful sentence construction and variety through the appropriate subordination of ideas and/or the effective embedding of modifiers. -Contains reasonably specific word choice, descriptive language, and purposeful information, enhancing the writer's voice and creating a tone appropriate for the intended audience. 	<ul style="list-style-type: none"> -Attempts to develop a thesis, but inconsistently illustrates the central idea, purpose, or position. -May not draw conclusions from reasons, claims, or evidence presented. -May not provide a call to action or solution, analyze misconceptions, or address counterclaims, when appropriate for the mode of writing. -Contains limited evidence that connects ideas and suits purpose, audience, and situation; may be a list of general, underdeveloped statements. -Organizes ideas in a limited or inconsistent sequence and may lack unity due to major digressions, frequent shifts in point of view, and/or ineffective transitions within and across paragraphs. -Contains limited evidence of purposeful sentence construction and variety. -Contains limited word choice, descriptive language, and purposeful information, resulting in an inconsistent writer's voice and creating a tone occasionally appropriate for the intended audience. 	<ul style="list-style-type: none"> -Fails to develop a thesis or illustrate the central idea, purpose, or position. -Fails to draw conclusions and/or present reasons, claims, or evidence. -Fails to provide a call to action or solution, analyze misconceptions, or address counterclaims, when appropriate for the mode of writing. -Contains little or no evidence that connects ideas and suits purpose, audience, and situation. -Fails to organize ideas and lacks unity due to major digressions, consistent shifts in point of view, and/or the absence of transitions to connect ideas. -Lacks evidence of purposeful sentence construction and variety. -Contains little or no evidence of specific word choice, descriptive language, and/or purposeful information, resulting in a lack of writer's voice and a tone inappropriate for the intended audience.

Usage/Mechanics

4 points	3 points	2 points	1 point
<p>The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features. The writing at this score point level:</p>	<p>The writer demonstrates reasonable, though not necessarily consistent, control of the Usage and Mechanics domain's features. The writer exhibits control that outweighs occasional errors present in the paper. The writing at this score point level:</p>	<p>The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features. Evidence of the writer's knowledge of the domain appears alongside frequent errors. The density and variety of errors outweigh the control present in the paper. The writing at this score point level:</p>	<p>The writer demonstrates little or no control of most of the Usage and Mechanics domain's features. Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence. The writing at this score point level:</p>
<ul style="list-style-type: none"> • Exhibits consistent control of sentence formation, avoiding sentence fragments, run-on sentences, and comma splices. • Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, verb tenses, and parallel structure. • Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> • Exhibits reasonable control of sentence formation, avoiding sentence fragments, run-on sentences, and comma splices. • Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, verb tenses, and parallel structure. • Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> • Exhibits inconsistent control of sentence formation, including occasional sentence fragments, run-on sentences, and comma splices. • Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, verb tenses, and parallel structure. • Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> • Exhibits little or no control of sentence formation, including sentence fragments, run-on sentences, and comma splices. • Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, verb tenses, and parallel structure. • Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.

* Control is the ability to use a given feature of written language effectively at the appropriate grade level. A paper receives a higher score to the extent that it demonstrates increasing control of the features in each domain. The rubric included in the blueprint for the EOC writing assessment explains score points for each domain.