**General Writing Rubric: NY State Next Gen Standards, Middleburgh CSD**

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| **Essays** | **Output:** Nearing Mastery (3-3.5) | **Input:** Criteria for Success | Score (1-4) |
| Writing an Introduction | Introduction is **relevant** and **purposeful; Introduction may take** the form of a **topic sentence(s), thesis, claim, or introductory paragraph** as directed by the **prompt or question.** | * *Title(s) stated* * *Author(s) given* * *All questions answered accurately* * *Any necessary background, reference to text, or re-state provided* |  |
| Explaining the Information | Writing demonstrates substantial **analysis** of **evidence** from the texts and/or sources as necessary to connect **evidence** to the **topic sentence(s), intro, thesis,** or **claim.** Analysis is purposeful and necessary based on the **prompt or question.** | * *Context/Background provided FOR ALL TEXTS* * *Evidence relevant FOR ALL TEXTS* * ***Analyses clearly connect evidence to topic.*** * *Analyses are accurate.* * *Analyses are not missing important ideas or connections* |  |
| Expressing Relationships between Ideas | Writing supports **ideas** with **organizational structures** (attributions, citations, paragraphs etc…), **introductory and transitional elements,** and **conjunctions.** Tone is appropriate for style of writing, and organization follows introduction. | * *Complete paragraphs (Leave no sister behind!!!)* * *Logical Paragraphing* ***(Did you follow the roadmap?!)*** * *Evidence transitioned into* ***(The author writes,)*** * *Evidence cited* ***(Last name, p. #)*** * *Many transitions used* |  |
| Utilization of Academic Vocabulary | Academic and content specific vocabulary is effectively used; however, there **may be some** instances where word choices could be substituted for higher-level vocabulary. | * *Vocabulary from the prompt used* * *Vocabulary from class used* * *Immature vocabulary avoided* |  |
| Using Formal Writing Conventions | Formal writing is used throughout. Requires some minor proofreading to correct errors in spelling, punctuation, and grammar  Contains only **appropriate** and **purposeful** use of **personal pronouns** | * *Spell-check utilized* * *Read and re-read out loud, in the hall, multiple times* * *“I” “You” “Me” “Us” “My” eliminated* * *Transitions followed by commas* * *Capitalization errors fixed* * *Titles Underlined* ***(books)*** *or in “Quotation Marks” (****articles)*** * *Syntax Varied* ***(for a 4)*** |  |
| Writing a Conclusion | Conclusion attempts to bring logical closure to the composition based on **most important information** previously discussed in the writing. The will likely take the form of an **impact statement**. | * *Ideas from intro re-worded and re-worked* * *Importance of ideas made clear one final time* * *(Potentially) RELEVANT connection to real world made* |  |