**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*
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| 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*
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| 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*
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| 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*
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| Using Formal Writing Conventions | Formal writing is used throughout. Requires some minor proofreading to correct errors in spelling, punctuation, and grammarContains 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)***
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| 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*
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