

“College Readiness”
(Course Expectation Rubric in **WRITING**)

Writing Rubric

| | Does not meet standards | Meets standards | Exceeds standards |
|--|--|--|---|
| W1 Understands and uses writing as a process. | <ul style="list-style-type: none"> • Does not use reading and/or forms of brainstorming to generate details. • Does not or cannot create a coherent plan of major ideas and supporting points. • Does not use revision as an important part of the process of writing. • Is not able to follow a timeline | <ul style="list-style-type: none"> • Uses reading and forms of pre-writing to generate varied details and ideas. • Usually creates a coherent plan of major ideas and supporting points to use as a guide in drafting. • Understands the need for revision in crafting successful writing and uses it as a vital part of the process. • Is able to follow a timeline in carrying out the revision process | <ul style="list-style-type: none"> • Uses a variety of strategies to generate varied details and ideas. • Always creates a coherent, sophisticated plan of ideas and details to use as a guide for drafting. • Uses several stages of revision to make changes that significantly improve the quality of the writing. • Creates and follows a timeline in carrying out the revision process. |
| W2 Writes clearly and effectively | <ul style="list-style-type: none"> • Main idea is unfocused or missing. • Organizes ideas in ways that do not develop and support a main idea. • Develops ideas in overly simple or banal ways. • Rarely uses specific details to support more general claims • Organizes so that relationships between ideas are not clear. • Does not consistently use language that guides readers from idea to idea. • Writing is not consistently clear and correct. • Produces messy, illegible work. • Does not use sentence construction suitable to the content. | <ul style="list-style-type: none"> • Produces a focused main idea. • Organizes information to develop and support a main idea. • Demonstrates independent thinking in the development of ideas. • Uses specific details to support more general claims. • Usually organizes ideas in a coherent manner. • Uses language that helps guide the reader from one idea to another. • Generates clear, grammatically and mechanically correct prose. • Produces neat, legible final copies. • Uses sentence construction suitable to the content. | <ul style="list-style-type: none"> • Creates original, focused main ideas. • Organizes to develop and support ideas in a sophisticated or unusual way. • Most ideas are originally and thoughtfully developed. • Consistently uses vivid, clear details to support general claims. • Consistently organizes ideas coherently. • Uses several strategies to make clear the relationship among ideas • Always writes clear, correct prose • Produces attractive final copies • Uses varied and creative sentence construction suitable to the content. |

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| Writing Rubric (continued) | Does not meet standards | Meets standards | Exceeds standards |
|--|---|---|--|
| W3 Writes in a variety of forms for different audiences and purposes. | <ul style="list-style-type: none"> • Chooses details and language inconsistent with purpose. • Does not modify diction and formality in light of different audiences. | <ul style="list-style-type: none"> • usually chooses details and language consistent with a particular public or private purpose. • modifies diction and level of formality in light of different audiences. | <ul style="list-style-type: none"> • always chooses details and language that helps accomplish a particular purpose. • modifies diction and level of formality to clearly tailor writing for different audiences |
| W4 Independently uses writing as a tool for learning in academic, personal, and career situations | <ul style="list-style-type: none"> • Rarely uses writing tools to explore issues and discover connections. • Uses formats that do not fit the writing purpose in academic, personal and work-related communication | <ul style="list-style-type: none"> • Uses writing tools such as listing, brainstorming, mind-mapping, outlining, and journal writing to explore issues and discover connections in a variety of contexts. • Recognizes the appropriate format to use in academic, personal and work-related communication. | <ul style="list-style-type: none"> • Uses a variety of writing tools to explore issues and discover connections in many contexts. • Uses a variety of formats in academic, personal and work-related communication. |
| W5 Analyzes and evaluates the effectiveness of his-her own written work and that of others. | <ul style="list-style-type: none"> • Des not usually understand and apply criteria for effective writing. • Provides vague or inaccurate feedback to peers on their writing • Makes revisions that do not clearly improve development or argument. • Inconsistently corrects clarity and grammatical mistakes in his/her prose. | <ul style="list-style-type: none"> • Recognizes, understands, and applies criteria for effective writing. • Provides useful feedback to improve the writing of his/her peers. • Makes revisions that improve development and effective argument. • Makes revisions that improve the clarity and grammatical correctness of his/her prose. | <ul style="list-style-type: none"> • Consistently applies criteria for effective writing. • Always provides useful, creative feedback to help peers improve. • Always makes extensive revisions that improve development and effective argument. • Corrects clarity and grammar mistakes with little or no feedback. |
| W6 Analyzes and evaluates his or her own growth as a writer. | <ul style="list-style-type: none"> • Appears not to understand the importance of writing. • I not consistently aware of his/her writing strengths and weaknesses • Does not gain confidence as writing ability improves. • Does not recognize existing information | <ul style="list-style-type: none"> • Develops an understanding of the importance for writing. • Demonstrates an awareness of his/her strengths and weaknesses as a writer. • Demonstrates an increased confidence in his/her ability to communicate through writing. • Recognizes existing information | <ul style="list-style-type: none"> • Clearly understands the importance of writing • Uses an awareness of writing strengths and weaknesses to grow as a writer. • Demonstrates improved confidence consistent with improved ability. • Able to combine existing information with original thought. |