

Quick Scale Rubric

COMPOSITION CRITERIA	LETTER GRADE	6 SCALE	10 SCALE
<p>The 6 composition is thoughtful, creative and or <u>exceptionally engaging</u>. The writing reflects a strong sense of voice and is purposeful and focused; flows smoothly from an effective opening through a series of events or ideas to a strong conclusion. Detail and examples are effectively used to establish mood, develop character, or elaborate an argument. Style is vivid and precise. The writer takes risks, shows an easy command of sentence structure, uses varied and sophisticated vocabulary and makes few mechanical errors.</p>	A	6	10/ 9
<p>The 5 paper is an example of proficient writing. The paper is competent and well developed, but there is less apparent sense of personal voice, energy, and originality than in level 6 papers. It is purposeful and focused, and moves logically from an effective opening through a series of events or ideas to a conclusion. Details and examples are effective. The writer takes some risks, but the results may be uneven. Vocabulary and sentence structure is varied and appropriate and there are few mechanical errors.</p>	B	5	8
<p>The 4 paper is clearly adequate. The prose is able to convey the writer's ideas but without flair, strong control, or depth of insight. Logically sequenced and includes an introduction and conclusion; however, ideas are not well developed or elaborated. Diction and syntax are usually appropriate, but lack variety. The reader has a clear sense of the writer's purpose, but is not engaged. Conventions of language are usually followed, but the reader is aware of the errors.</p>	C+/ C	4	7/ 6
<p>The 3 paper is minimally adequate. The writer attempts to deal with the topic, but development is weak and the knowledge conveyed is superficial. An introduction and conclusion are included, but the sequence and relationship of ideas and events may be vague or illogical. Paragraphs are underdeveloped and the paper shows little variety in diction and sentence structure. Vocabulary is limited, repetitive, and often colloquial. Errors in mechanics may hinder comprehension.</p>	C/ C-	3	5
<p>The 2 paper makes some attempt to focus on the topic or tell a story, but there is little or no development of ideas. May include an introduction and a conclusion, but these are typically weak. Some attempt at logical sequencing and paragraph development, but not carried out successfully. Vocabulary is limited and often inappropriate. Sentences may be repetitive. Frequent errors in usage and sentence structure impede the flow of thought, but the writing is comprehensible and shows some evidence of purpose.</p>	D/ I	2	4/ 3
<p>The 1 paper is characterized by its brevity and its deficiency of composition, content, diction, and voice. There is little or no sense of purpose, focus or structure. There is no introduction or conclusion, paragraphs are unformed, and the vocabulary is extremely basic. There are so many mechanical errors that the meaning is lost.</p>	E/ I	1	2/ 1
<p>A paper with less than a complete sentence, or written in verse, or a paper manifesting an achievement less than outlined in scale point 1.</p>	F	0	0