**RUBRIC for WRITTEN EXPRESSION PORTLAND SECONDARY SCHOOLS**

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|  | **Exemplary** | **Acceptable** | **Limited** | **Deficient** |
| **Purpose/Position** | States a clear and consistent purpose or position; demonstrates a thorough understanding of topic or sides of an issue  | States a clear and consistent purpose or position; demonstrates an understanding of topic or sides of an issue  | States a position or purpose but does not clearly develop it; demonstrates a limited understanding of topic or sides of an issue  | The position or purpose is not consistent or clear; lacks understanding of topic or sides of an issue  |
| **Audience/Tone** | Displays awareness of and develops connection to audience; maintains appropriate and consistent tone  | Displays some awareness of audience; maintains consistent tone  | Displays little awareness of audience; inconsistent tone | Lacks audience awareness; inappropriate tone  |
| **Organization** | Develops ideas clearly and logically; all writing contributes to the development of the composition as a whole  | Develops most ideas clearly and logically; most writing contributes to the development of the composition as a whole | Develops ideas somewhat clearly and logically; some writing contributes to the development of the composition as a whole  | Does not develop ideas clearly and logically; writing does not contribute to the development of the composition as a whole  |
| **Support** | Provides thorough and meaningful support (examples, details, quotations, facts, etc.)  | Provides adequate support (examples, details, quotations, facts, etc.) | Provides minimal support (examples, details, quotations, facts, etc.) | Provides little to no support (examples, details, quotations, facts, etc.) |
| **Fluency/Style** | Utilizes varied sentence structure and effective transitions | Utilizes varied sentence structure and transitions | Sentence structure is awkward and/or transitions are weak | Sentence structure is not varied and/or transitions are not present |
| **Documentation (when applicable)** | Citations are accurate | Citations are generally accurate | Citations are inconsistent | Citations are inaccurate or not present |
| **Conventions/Mechanics** | Follows rules of standard American English (ex: punctuation, capitalization, usage, spelling, grammar) | Follows rules of standard American English (ex: punctuation, capitalization, usage, spelling, grammar); errors are present but do not distract reader | Follows rules of standard American English inconsistently; errors may distract reader | Does not follow rules of standard American English; errors do distract reader |