

MY ACCESS Six Point Holistic Rubric

Characteristics of Writing-Responses are evaluated on the basis of the following five characteristics of writing: Focus & Meaning, Content & Development, Organization, Language Use & Style, Mechanics & Conventions

Summary

6

The "6" response very effectively communicates the writer's message-

- establishes and maintains an insightful controlling or central idea and demonstrates a thorough understanding of the purpose and audience.
- develops ideas fully and artfully with a wide variety of details.
- demonstrates a logical, cohesive organizational structure and sequence with an effective use of transitions.
- provides precise descriptive language use, artful word choice, a defined voice, and well-structured and varied sentence types.
- contains little or no errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics.

5

The "5" response strongly communicates the writer's message-

- establishes and maintains a clear controlling or central idea and demonstrates a basic understanding of the purpose and audience.
- develops ideas fully and clearly with extensive detail.
- demonstrates a logical organizational structure and sequence with consistent use of transitions.
- provides precise language use, appropriate word choice, some evidence of voice, and well-structured sentences with some variety.
- contains few errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics.

4

The "4" response adequately communicates the writer's message-

- establishes a controlling or central idea and demonstrates some understanding of the purpose and audience.
- develops ideas adequately using sufficient appropriate details.
- demonstrates a appropriate organizational structure and sequence, however, may lack transitions or be inconsistent.
- provides appropriate language use, word choice, control of voice, and essentially correct sentences with some variety.
- contains occasional errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics, but the errors do not make comprehension difficult.

3

The "3" response partially communicates the writer's message-

- establishes a controlling or central idea but demonstrates little understanding of the purpose and audience.
- develops ideas briefly and inconsistently.
- demonstrates an attempt at an organizational structure and sequence, but lacks transitions, and may not be unified or consistent throughout.
- contains simple language use, word choice, an awareness of voice, relies on simple sentences.
- contains errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics.

2

The "2" response is limited in communication of the writer's message-

- suggests a controlling or central idea but demonstrates minimal understanding of the purpose and audience
- develops ideas incompletely or inadequately using few if any, details and/or examples.
- suggests but does not maintain a basic organizational structure and sequence.
- contains unclear or inappropriate language usage, word choice, and few, if any sentence types
- contains serious errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics (errors may make comprehension difficult)

1

The "1" response inadequately communicates the writer's message-

- fails to establish a controlling or central idea or show understanding of the purpose and audience
- fails to support ideas with details and/or examples.
- shows no evidence of a unified structure, no evidence of transitional devices.
- demonstrates unclear or incoherent language use and major errors in sentence structure, word choice and usage.
- major errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics significantly interfere with the communication of the message.