

## English 9 Tri A Common Summative Assessment Rubric

	<b>6 - Exceptionally Skillful Composition</b>	<b>5 - Highly Competent Composition</b>	<b>4 - Competent Composition</b>	<b>3 – Basic Passing Composition</b>	<b>2 – Below Basic Composition</b>	<b>1 – Below Basic Composition</b>
<b>Central Idea</b>	Is related to the assigned topic.  Remains consistently and elaborately focused on a central idea.	Is related to the assigned topic.  Remains consistently focused on a central idea.	Is related to the assigned topic.  Is focused on a clearly expressed central idea.	Is related to the assigned topic.  Is mostly focused on a clearly expressed central idea.	Is related to the assigned topic.  May be somewhat focused around a central idea, but at times there is a loss of focus.	Is related to the assigned topic.  A central idea, if present, is very difficult to follow.
<b>Supporting Details</b>	Is evenly and richly developed with ample, selected supporting detail and/or elaboration that clarifies and expands the central idea.	Is developed with ample, selected supporting detail and/or elaboration that clarifies and expands the central idea.	Is well developed with supporting details.  Uses vivid words to show details and experiences.	Has some supporting details and sufficient development.	Lacks sufficient supporting detail and development.  Lists details instead of developing them. Tells rather than shows.	Lacks sufficient supporting detail and development.
<b>Organization</b>	Has a purposefully crafted beginning, middle, and end and an overall sense of wholeness; uses transitional devices, parallel structure or other unifying devices to provide a clear, unified progression of ideas.	Has an effective beginning, middle, and end and an overall sense of wholeness; may use transitional devices or other unifying devices to provide a mostly clear, unified progression of ideas.	Has a beginning, a middle, and an end that ties the piece together as a unified composition.  Smoothly and effectively transitions the reader between ideas	Has a beginning, a middle, and an end.  May present minor obstacles for the reader in moving from idea to idea.	May lack a beginning, a middle, or an end.  May present obstacles for the reader in moving from idea to idea.	Is disorganized and lacks different organizational sections.  Use of transitions is limited or non-existent.
<b>Control of Language</b>	Demonstrates a consistent control of language that enhances the overall quality of the response; includes precise and engaging word choice and purposefully varied, rhythmic sentences.	Demonstrates control of language that enhances the overall quality of the response; includes some specific and engaging word choice, along with some purposefully varied sentences.	Demonstrates a control of language that enhances the overall quality of the response by utilizing some engaging words and varied sentences.	Demonstrates a basic understanding of language that maintains the overall quality of the response; word choice is mostly basic and sentences lack purposeful / enhancing variety.	Demonstrates a basic understanding of language that somewhat lowers the quality of the response; word choice is basic and sentences lack variety.	Use of language lowers the quality of the response.
<b>Grammar/ Mechanics</b>	Demonstrates a command of the rules for sentence formation, word usage, and mechanics. May contain minor errors, but they do not detract from the overall quality of the composition.	Demonstrates knowledge of the rules for sentence formation, word usage, and mechanics. May contain occasional errors, but they do not detract from the overall quality of the composition.	May have errors in sentence formation, usage, and mechanics, but they do not detract from the overall quality of the composition.	May have errors in sentence formation, usage, and mechanics, but they do not substantially detract from the overall quality of the composition.	May contain errors in sentence formation, usage, and mechanics that are frequent enough to detract from the overall quality of the composition.	Contains errors in sentence formation, usage, and /or mechanics that detract from the overall quality of the composition.

0 - Not Scorable = Responses that Cannot be Evaluated

- is not related to the topic (off topic) (OT)
- is not readable because it is wholly illegible or incoherent (UR)
- is written largely or entirely in a language other than English (NE)
- contains an insufficient amount of writing to evaluate (IN)
- is non-existent (BL)