



English III — Writing

Analytical Writing Rubric

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the analytical task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the text, may include extraneous information, or may shift abruptly from idea to idea, weakening the focus and coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of the essay is weak, and the analysis is ineffective. The writer offers an unclear, simplistic, or inappropriate interpretation of the text or makes no attempt to analyze at all. The writer includes little, if any, relevant textual evidence to support the points made. Sometimes the writer simply summarizes all or parts of the text without linking the summary to an interpretation. Overall, the development of ideas is vague, insufficient, or inappropriate, and the textual evidence is weak or completely missing.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the analytical purpose and does not establish a tone appropriate to the task. Word choice often impedes the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer demonstrates little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the analytical task.
- ❑ Most ideas are generally related to the specific aspect of the text the writer must address, but the thesis statement is weak or somewhat unclear. The lack of a clear, effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships between the ideas and the evidence presented.

Development of Ideas

- ❑ The development of the essay is minimal, and the analysis is superficial. The writer offers an interpretation that is based on a literal or obvious reading of the text. The writer attempts to support this interpretation with textual evidence, but sometimes evidence is missing, irrelevant, or inaccurate. Overall, the writer develops ideas too briefly or partially and does not always link these ideas to textual evidence.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the analytical purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are generally suited to the analytical task.
- ❑ The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the specific aspect of the text the writer must address. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships between the ideas and the evidence presented.

Development of Ideas

- ❑ The development of the essay is sufficient, and the analysis is largely convincing. The writer offers an explicit and thoughtful interpretation that goes beyond a literal reading of the text and is, for the most part, analytical. The writer supports this interpretation with relevant, accurate textual evidence, though at times this evidence needs to be stronger or more complete. Overall, the writer develops ideas in some depth and appropriately links these ideas to textual evidence.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of both the text and the analytical writing task.

Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the analytical purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is highly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the analytical writing task.
- The writer establishes a cogent thesis statement. All ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the analysis by clearly showing the relationships between the ideas and the evidence presented, making the writer's train of thought easy to follow.

Development of Ideas

- The development of the essay is highly effective, and the analysis is credible and compelling. The writer offers an explicit, insightful, clearly analytical interpretation of the text and supports this interpretation with relevant, well-chosen textual evidence. Overall, the writer develops ideas in sufficient depth and smoothly integrates textual evidence.
- The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of both the text and the analytical writing task.

Use of Language/Conventions

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the analytical purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.