

Crosby High School Writing Rubric

Crosby High School	Exemplary (18-20 Points)	Proficient (16-17 Points)	Developing (13-15 Points)	Beginning (0-12 Points)
1. Introduction (20 Points)	Makes a thorough and accurate introductory statement (ex. Thesis Statement). Develops the main idea/thesis with concrete, clear, meaningful detail.	Makes an accurate introductory statement (ex. Thesis Statement). Develops the main idea/thesis with insufficient detail.	Makes an introductory statement that either lacks accuracy or sufficient detail to support the main idea/thesis.	Makes no introductory statement or an inaccurate one with little or no detail to support the main idea/thesis.
2. Supportive Detail (20 Points)	Uses all available relevant and accurate facts to support purpose/thesis. Uses the designated number of sources (if applicable) and cites them properly.	Uses available relevant and accurate facts to support purpose/thesis. Uses the designated number of sources (if applicable), but may not cite them properly.	Uses irrelevant and/or inaccurate facts to support purpose/thesis. Does not use the designated number of sources and/or does not cite them properly.	Does not use any relevant or accurate facts to support purpose/thesis. Does not use or cite any sources.
3. Mechanics (20 Points)	Writes in accordance with Standard American English with no errors in usage such as fragments, run-ons, subject/verb agreement, punctuation, capitalization, spelling, and vocabulary. Proofreading is evident.	Writes in accordance with Standard American English, but contains mechanical errors that do not detract from the general meaning. Proofreading is evident.	Writes in accordance with Standard American English, but contains mechanical errors that detract from the general meaning. Proofreading is not evident.	Does not write in accordance with Standard American English and contains numerous mechanical errors that contribute to the loss of the general meaning. Proofreading is not evident.
4. Organization (20 Points)	Follows directions/procedures of assignment. Organizes information and uses effective transitions so that each concept builds on what precedes it to create a unified whole.	Follows directions/procedures of assignment. Organizes information and uses transitions so that most concepts build on the preceding ideas.	Follows some directions/procedures of the assignment. Attempts to organize information, but uses minimal or ineffective transitions. Concepts do not build on preceding ideas.	Does not follow directions/procedure of the assignment. Lacks organization and does not use transitions.
5. Conclusion (20 Points)	Provides a concluding statement that reflects the topic/thesis. Conclusion is supported by evidence and extends connections beyond topic/thesis.	Provides a concluding statement that reflects the topic/thesis. Conclusion is supported by evidence.	Provides a concluding statement that either does not reflect the topic/thesis or is not supported by evidence.	Does not provide a concluding statement.

***PLAGIARISM WILL NOT BE TOLERATED AND WILL RESULT IN A GRADE OF "0".**

Exemplary=90 to 100

Proficient=80 to 89

Developing=65-79

Beginning=0 to 64