

Student Name _____

Subject/Teacher _____









Assignment _____

Date _____

MSMHS Literacy Rubric

Student writes effectively for a variety of purposes.

6/2016 Edition

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Purpose	<ul style="list-style-type: none">• Demonstrates understanding and exceeds expectations of assignment• Articulates an original and powerful thesis/claim• Thoughtful selection of background information enhances purpose• Skillfully addresses audience and anticipates reaction		<ul style="list-style-type: none">• Demonstrates understanding of assignment• Articulates a clear thesis/claim• Establishes purpose with relevant background information• Addresses audience with appropriate tone and communication strategy		<ul style="list-style-type: none">• May misinterpret elements of assignment• Thesis/claim may be missing or unclear• Background information is lacking or irrelevant and may not establish purpose• Little evidence of audience awareness or communication strategy
Evidence	<ul style="list-style-type: none">• Ample evidence to support thesis/claim• Well selected, seamlessly integrated evidence• Correct citations used throughout		<ul style="list-style-type: none">• Sufficient evidence to support thesis/claim• Consistent use of relevant evidence• Minimal errors in citations		<ul style="list-style-type: none">• Insufficient evidence to support thesis/claim• May include irrelevant evidence• Several errors in or absence of citations
Analysis	<ul style="list-style-type: none">• Seamlessly integrates fact and opinion to support thesis/claim• Makes insightful conclusions and interpretations of evidence that consistently support thesis/claim• Synthesizes prior knowledge with provided evidence to demonstrate critical thinking		<ul style="list-style-type: none">• Integrates fact and opinion appropriately• Reasonable conclusions and interpretations of evidence consistently support thesis/claim• Appropriately uses prior knowledge to make connections		<ul style="list-style-type: none">• May confuse fact and opinion• Conclusions and interpretations of evidence are lacking or irrelevant to thesis/claim• Lacks connections made to prior knowledge
Revising and Editing	<ul style="list-style-type: none">• Skillful use of transitions resulting in a fluent, coherent and unified structure• Error-free use of convention and mechanics• Strong evidence of change from draft to final product based on reflection/feedback		<ul style="list-style-type: none">• Consistent use of transitions and organizational components• Minimal errors in grammar, spelling, syntax, punctuation, vocabulary, format• Some evidence of change from draft to final product based on reflection/feedback		<ul style="list-style-type: none">• May lack transitions and/or contain unclear progression of ideas• Errors in grammar, spelling, syntax, punctuation, vocabulary, format are common throughout• No evidence of change from draft to final product

Additional Comments: