



Grades 9: Unit 4 Part B: Benchmark Assessment: Write on Demand Rubric

Trait	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas and Content	<ul style="list-style-type: none"> The supporting details are focused, interesting, important and original. The details clearly support the controlling idea. 	<ul style="list-style-type: none"> The supporting details are focused and specific with one or more clearly developed examples to support the controlling idea. 	<ul style="list-style-type: none"> Supporting details are limited, overly general or list-like. The details do not clearly support the controlling idea. 	<ul style="list-style-type: none"> Supporting details are absent. There is no support of the controlling idea.
Organization	<ul style="list-style-type: none"> Introduction grabs reader's attention and refers back to prompt. The support is in logical order and transitions are used to flow from one idea to the next. Conclusion embeds the topic and is thought-provoking. 	<ul style="list-style-type: none"> Writer has an introductory sentence that relates to the prompt. The support is in a logical order that stays on topic. The conclusion refers back to topic sentence. 	<ul style="list-style-type: none"> Writer has an introductory sentence that restates the prompt. The support is not always in a logical order but stays on topic. Conclusion restates topic sentence. 	<ul style="list-style-type: none"> Introduction is unclear and does not restate prompt. The order of support is not logical. Conclusion is missing.
Voice and Word Choice	<ul style="list-style-type: none"> Word choice is specific and accurate and stretches beyond grade level vocabulary. Precision is obvious. 	<ul style="list-style-type: none"> Word choice is functional and at grade level. Words are adequate and correct in a general sense. There is some attempt at precision, but not all words are well chosen. 	<ul style="list-style-type: none"> Word choice is not accurate, specific, or grade level appropriate for the purpose of the writing. 	<ul style="list-style-type: none"> Word choice is repetitive and not grade-level appropriate. Vocabulary is limited. The word choice is non-specific or distracting
Sentence Fluency	<ul style="list-style-type: none"> Sentences are constructed in a way that enhances meaning. Sentences are varied in length and structure. Fragments, if used, add style. Uses purposeful and varied sentence beginnings. 	<ul style="list-style-type: none"> Sentences are complete but routine. Some variety is attempted with sentence beginnings. Sentence structure occasionally adds to fluency. 	<ul style="list-style-type: none"> Sentences lack fluency and are choppy, awkward, or rambling. There is little or no variety to sentence beginnings. 	<ul style="list-style-type: none"> Run-ons or fragments impede understanding. Writing reflects limited understanding of sentence structures.
Conventions	<ul style="list-style-type: none"> No major errors in spelling, punctuation and grammar. Writing is not only legible, but well presented. Paragraph is clearly indented/indicated. 	<ul style="list-style-type: none"> Mostly correct spelling, punctuation and grammar that do not impede meaning for the reader. The paragraph is legible. Paragraph is clearly indented/indicated. 	<ul style="list-style-type: none"> Multiple errors in spelling, punctuation and grammar that make meaning unclear for the reader. Writing is sometimes illegible. Paragraphing is unclear. 	<ul style="list-style-type: none"> Errors severely impede communication. Writing is illegible. Paragraph is not indented/indicated.
Presentation	<ul style="list-style-type: none"> Meets expectations for final draft. 	<ul style="list-style-type: none"> Meets most expectations for final draft. 	<ul style="list-style-type: none"> Meets some expectations for a final draft. 	<ul style="list-style-type: none"> Does not meet expectations for a final draft.