

**RADNOR TOWNSHIP SCHOOL DISTRICT  
WRITING RUBRIC**

<b>PSSA</b>	<b>FOCUS</b>	<b>ORGANIZATION</b>	<b>CONTENT</b>	<b>STYLE</b>	<b>STYLE</b>	<b>CONVENTIONS</b>
<b>ERB</b>	<b>OVERALL DEVELOPMENT</b>	<b>ORGANIZATION</b>	<b>SUPPORT</b>	<b>SENTENCE STRUCTURE</b>	<b>WORD CHOICE</b>	<b>MECHANICS</b>
<b>In scoring, consider</b>	<input type="checkbox"/> The single controlling point made with an awareness of task about a specific topic <input type="checkbox"/> The overall effect of the paper	<input type="checkbox"/> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion <input type="checkbox"/> The degree to which the response is focused and clearly and logically ordered	<input type="checkbox"/> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations <input type="checkbox"/> The degree to which the response includes examples which develop the main points	<input type="checkbox"/> The choice, use and arrangement of words and sentence structures <input type="checkbox"/> The degree to which the response includes sentences that are complete and correct and varied in structure and length	<input type="checkbox"/> The choice, use and arrangement of words and sentence structures <input type="checkbox"/> Vocabulary, word choice and usage	<input type="checkbox"/> The use of grammar, mechanics, spelling, usage and sentence formation <input type="checkbox"/> Spelling, punctuation, capitalization, paragraphing and usage
<b>6 PAPER</b>	<input type="checkbox"/> Fluent, richly developed <input type="checkbox"/> Clear awareness of audience and task <input type="checkbox"/> Distinctive voice <input type="checkbox"/> Original, insightful or imaginative	<input type="checkbox"/> Carefully but subtly organized from beginning to end <input type="checkbox"/> Organizational devices are subordinate to meaning <input type="checkbox"/> Clear focus <input type="checkbox"/> Logical order	<input type="checkbox"/> Supporting details are rich, interesting and full <input type="checkbox"/> Details are relevant and appropriate for the audience and focus	<input type="checkbox"/> Sentence variety enhances style and effect <input type="checkbox"/> Virtually no errors in structure or usage <input type="checkbox"/> Successfully uses more sophisticated sentence patterns	<input type="checkbox"/> Rich, effective vocabulary <input type="checkbox"/> Fresh, vivid language <input type="checkbox"/> Correct usage	<input type="checkbox"/> Very few or no mechanical errors, with complexity
<b>5 PAPER</b>	<input type="checkbox"/> Fluent, fully developed <input type="checkbox"/> Clear awareness of audience and task <input type="checkbox"/> Evidence of voice <input type="checkbox"/> Solid	<input type="checkbox"/> Organized from beginning to end <input type="checkbox"/> Organizational devices are subordinate to meaning <input type="checkbox"/> Clear focus <input type="checkbox"/> Logical order	<input type="checkbox"/> Details are strong but lack richness and specificity <input type="checkbox"/> Details are relevant and appropriate for the audience and focus	<input type="checkbox"/> Sentence variety is appropriate to style and effect <input type="checkbox"/> Few errors in structure or usage <input type="checkbox"/> Moderately successful in using more sophisticated sentence patterns	<input type="checkbox"/> Effective vocabulary <input type="checkbox"/> Generally successful in using rich language <input type="checkbox"/> Generally correct usage	<input type="checkbox"/> Few or no mechanical errors, relative to the length or complexity
<b>4 PAPER</b>	<input type="checkbox"/> Moderately fluent <input type="checkbox"/> Awareness of audience and task <input type="checkbox"/> Ideas developed but limited in depth	<input type="checkbox"/> Organized but may have minor lapses in order of structure <input type="checkbox"/> Meaning is subordinate to organizational devices <input type="checkbox"/> Focused	<input type="checkbox"/> Details are adequate to support the focus <input type="checkbox"/> Details are generally relevant and appropriate for the audience and focus	<input type="checkbox"/> Some sentence variety <input type="checkbox"/> Some errors in structure or usage <input type="checkbox"/> Attempts to use more sophisticated sentence patterns not totally successful	<input type="checkbox"/> Acceptable vocabulary <input type="checkbox"/> Attempts to use rich language <input type="checkbox"/> Generally correct usage <input type="checkbox"/> Misuse of big words	<input type="checkbox"/> Some mechanical errors that do not interfere with communication <input type="checkbox"/> Limited text, but mechanically correct
<b>3 PAPER</b>	<input type="checkbox"/> Thinly developed <input type="checkbox"/> Some awareness of audience and task <input type="checkbox"/> Repetitive or too general	<input type="checkbox"/> Focus unclear or limited <input type="checkbox"/> Poor transitions <input type="checkbox"/> Shift in point of view <input type="checkbox"/> Lacks closure <input type="checkbox"/> Chaining	<input type="checkbox"/> Details lack elaboration <input type="checkbox"/> Some details do not support the focus <input type="checkbox"/> Important details are omitted	<input type="checkbox"/> Little sentence variety <input type="checkbox"/> Errors in structure or usage interfere with meaning <input type="checkbox"/> Over-reliance on simple or repetitive constructions	<input type="checkbox"/> Simplistic vocabulary with limited word choice <input type="checkbox"/> Noticeable errors in usage	<input type="checkbox"/> Some mechanical errors that do interfere with communication <input type="checkbox"/> Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
<b>2 PAPER</b>	<input type="checkbox"/> Limited development <input type="checkbox"/> Poor awareness of audience or task <input type="checkbox"/> Lacks clarity	<input type="checkbox"/> Unfocused <input type="checkbox"/> Thought patterns are difficult to follow <input type="checkbox"/> Continual shifts in point of view <input type="checkbox"/> Resembles free writing <input type="checkbox"/> Lacks closure	<input type="checkbox"/> Details are merely listed <input type="checkbox"/> Repetitious details <input type="checkbox"/> Too few details	<input type="checkbox"/> No sentence variety <input type="checkbox"/> Serious errors in structure or usage <input type="checkbox"/> Too brief to demonstrate variety	<input type="checkbox"/> Simplistic vocabulary with inappropriate and/or incorrect word choice <input type="checkbox"/> Numerous errors in usage	<input type="checkbox"/> Noticeable mechanical errors that do interfere with communication <input type="checkbox"/> Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
<b>1 PAPER</b>	<input type="checkbox"/> Not developed <input type="checkbox"/> Restates topic <input type="checkbox"/> No awareness of audience or task <input type="checkbox"/> Inappropriate response	<input type="checkbox"/> So short or muddled that it lacks organization or focus	<input type="checkbox"/> Virtually no details <input type="checkbox"/> Irrelevant details	<input type="checkbox"/> Lack of sentence sense <input type="checkbox"/> Riddled with errors <input type="checkbox"/> Too brief to evaluate	<input type="checkbox"/> Inadequate vocabulary <input type="checkbox"/> Too brief to evaluate	<input type="checkbox"/> Mechanical errors that seriously interfere with communication <input type="checkbox"/> Too brief to evaluate