**Rubric for VBCPS Writing Pretest (Combination of SOL and SAT Rubrics)**

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| **SCORE of 6** | **SCORE of 5** | **SCORE of 4** |
| An essay in this category demonstrates *clear and consistent mastery*, although it may have a few minor errors. A typical essay | An essay in this category demonstrates *reasonably consistent mastery*, although it will have occasional errors or lapses in quality. A typical essay | An essay in this category demonstrates *adequate mastery*, although it will have lapses in quality. A typical essay |
| * effectively and insightfully develops a thorough and thoughtful argument and demonstrates outstanding critical thinking, using clearly appropriate and convincing examples, reasons, and other evidence to support its position
 | * effectively develops a thorough and thoughtful argument and demonstrates strong critical thinking, generally using appropriate and convincing examples, reasons, and other evidence to support its position
 | * develops a thorough and thoughtful argument and demonstrates competent critical thinking, using adequate and convincing examples, reasons, and other evidence to support its position
 |
| * is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
 | * is well organized and focused, demonstrating coherence and progression of ideas
 | * is generally organized and focused, demonstrating some coherence and progression of ideas
 |
| * exhibits skillful use of language, using a varied, accurate, and apt vocabulary
 | * exhibits facility in the use of language, using appropriate vocabulary
 | * exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
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| * demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage, and mechanics
 | * demonstrates variety in sentence structure; is generally free of most errors in grammar, usage, and mechanics
 | * demonstrates some variety in sentence structure; has some errors in grammar, usage, and mechanics
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| **SCORE of 3** | **SCORE of 2** | **SCORE of 1** |
| An essay in this category demonstrates *developing mastery*, and is marked by ONE OR MORE of the following weaknesses: | An essay in this category demonstrates *little mastery*, and is flawed by ONE OR MORE of the following weaknesses: | An essay in this category demonstrates *very little or no mastery*, and is severely flawed by ONE OR MORE of the following weaknesses: |
| * develops an argument, demonstrating some critical thinking, but may do so inconsistently and unconvincing or use inadequate examples, reasons, or other evidence to support its position
 | * develops argument that is vague or seriously limited, and demonstrates weak critical thinking, providing irrelevant or insufficient examples, reasons, or other evidence to support its position
 | * develops no viable point of view on the issue, or provides little or no evidence to support its position
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| * is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas
 | * is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas
 | * is disorganized or unfocused, resulting in a disjointed or incoherent essay
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| * displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice
 | * displays very little facility in the use of language, using very limited vocabulary or incorrect word choice
 | * displays fundamental errors in vocabulary
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| * lacks variety or demonstrate problems in sentence structure; contains an accumulation of errors in grammar, usage, and mechanics
 | * demonstrates frequent problems in sentence structure; contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured
 | * demonstrates severe flaws in sentence structure; contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning
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| **Essays not written on the essay assignment will receive a score of zero.** |