Grading Rubric for English 14/14X

	ADVANCED	PROFICENT	EMERGING	ATTEMPTED
Focus, Purpose, Thesis (Controlling Idea)	Engaging development of a clear thesis appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound, adequate understanding of the assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis or thesis is missing or not discernible.
Content, Support & Development (evidence)	Originality and depth of ideas supported by evidence; ideas work together as a unified whole and demonstrate ability to interact with texts; main points supported; support is valid and specific.	Ideas supported sufficiently and work together to demonstrate ability to interact with texts; support is sound, valid, and logical.	Main points and ideas are only indirectly supported; fair interaction with texts; support isn't sufficient or specific, but is loosely relevant to main points.	Insufficient, non-specific and/or Irrelevant support with little or poor interaction with texts. May make illogical generalizations unconnected to evidence.
Structure, Organization	Sequenced organization appropriate to assignment; paragraphs are well developed and divided; ideas are linked with effective transitions.	Competent organization without sophistication. Competent paragraph structure; satisfactory transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, is unsuccessful. Paragraphs are simple, disconnected and formulaic. Poor transitions and sequence. May be confusing and/or disjointed.
Audience, Tone, Point-of-View	Clear discernment of distinctive audience; tone and point-of-view are appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment/purpose; tone and point-of-view not refined or consistent.	Shows little awareness of a particular audience; reveals no grasp of appropriate tone and/or point-of-view for given assignment.
Sentence Structure (Grammar) **Mechanics & Punctuation**	Eloquently structured sentences; rich, well-chosen variety of sentence styles and length. Strong control over mechanics and punctuation; relatively free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Effective and varied sentences; relatively few sentence structure errors. Contains some punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors careless.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax. Contains several punctuation, spelling, and/or capitalization errors; several errors in formatting or formatting is inconsistent.	Contains many errors of grammar and sentence structure that interfere with meaning. Heavy reliance on simple sentences and/or numerous fragments or run-ons. Contains many, often serious, errors of punctuation, spelling, and/or capitalization; formatting is mostly incorrect and inconsistent.
Vocabulary & Usage	Very good vocabulary range; accurate, correct and effective word usage.	Good vocabulary range and accurate usage.	Ordinary vocabulary range, mostly accurate; some errors of diction and usage.	More limited vocabulary; errors of diction and usage that may interfere with readability.

* Please bear in mind that rubrics are abstract grids applied to actual writing. They should always be considered in local contexts, including particular cohorts of students; and they should be used as teaching tools as well as for assessment purposes.