

Name: _____ Date: _____ Score: _____

Trait 1: Creation of Arguments and Use of Evidence

		Score 0	Score 1	Score 2	
Dimension: Generates text-based argument(s) and establishes a purpose that is connected to the prompt	1	Makes no clearly stated claims	Makes at least one clearly-stated claim or claims are strongly implied	Claims are explicit and clearly stated. There may be multiple explicit claims made	
	2	Attempted or vague claims are illogical and are not text-based	At least one claim is logical and text-based, while other claims may be tied to the larger issue rather than to a close reading of the text itself	Claims are logical and based on a close reading of the text	
	3	Attempted or vague claims do not support an overall stance	Implied or clearly stated claims may support an overall stance. Stance may be vague, unclear or inconsistent	Explicit claims support a clear and consistent stance	
	4	Attempted or vague claims lack explanation such that criteria for analyzing the issue or evaluating argumentation is unclear	At least one claim is explained such that the criteria for analyzing the issue or evaluating the argumentation is evident	Claims are explained such that the criteria for analyzing the issue or evaluating the argumentation is evident	
	5	Overall stance may lack connection to the prompt or deviate severely	Overall stance is connected to the prompt. May wander off purpose occasionally and briefly.	Overall stance is well-connected to the prompt and remains focused throughout the response	
	6	Cites few or no pieces of evidence directly from the source text	Cites some evidence from the source text	Multiple pieces of specific evidence are cited from the source text	
	7	May include off-topic or tenuously tied information not drawn from the source	May include some on-topic information not drawn from the source text	Although some evidence may be drawn from outside knowledge of the topic, the majority of the evidence cited is drawn directly from the source text	
	8	Any evidence from the source text that is cited minimally or does not support the claims and overall stance	Evidence from the source text generally supports the claims and overall stance	Evidence chosen is largely relevant and is used in service of the argument's overall stance and supports the internal claims	
	9	Sections of text may be copied from the source text with little or no commentary given	Evidence chosen is commented upon, but commentary may be general, vague, or tenuously tied to the overall argument	Commentary on most pieces of cited evidence is provided, and commentary generally supports the overall stance	
	10	The issue described in the source text is minimally or not analyzed	The issue in the source texts is partially or simplistically analyzed	The issue in the source texts is analyzed thoroughly and specifically	
	11	The argumentation developed in the source texts is minimally or not evaluated	The argumentation in the source texts is partially or minimally analyzed	The validity of the argumentation in the source texts is evaluated thoroughly, citing specific techniques that the author uses to convey his or her message	
	12	May demonstrate minimal or no understanding of the arguments given in the source texts	Analysis given may be limited or partially inaccurate	Analysis given is largely accurate and reflects clear understanding of the source texts	
Trait Score					

Trait 2: Development of Ideas and Organizational Structure

		Score 0	Score 1	Score 2	
Dimension: Contains ideas that are well-developed and generally logical; most ideas are elaborated upon	1	Ideas are insufficiently developed	Ideas are inconsistently or simplistically developed	Multiple ideas are well-developed and more than one idea may have multiple extensions	
	2	Ideas may be illogical	Ideas may reflect simplistic or vague reasoning	The ideas are generally logical in relation to the source texts	
	3	There is minimal or no elaboration on main ideas	Some ideas may be elaborated upon (i.e. more than one)	Most ideas are elaborated upon	
Dimension: Contains a sensible progression of ideas with clear connections between details and main points	4	Contains an unclear or no progression of ideas	Demonstrates some evidence of a progression of ideas (i.e. some ideas lead logically one to the next)	Contains a sensible progression of ideas (i.e. one idea clearly leads to the next)	
	5	Details may be irrelevant to the main idea	Details may be implicitly tied or lack full connection to the main idea	Details are clearly connected to main ideas	
	6	Details may be absent	Details may be disjointedly connected to each other or inconsistently used in the progression of ideas	Details are chosen carefully to enhance logic and overall flow	
Dimensions: Establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately	7	Establishes an ineffective or no discernable organizational structure	Establishes an organizational structure	Organizational structure is fully established and clearly apparent	
	8	Groups ideas ineffectively (e.g. ideas may appear as a list)	Ideas may be grouped inconsistently or be only partially effective at conveying the message of the response	The organizational structure enhances the message and purpose of the response	
	9	Does not apply transitional devices or does so inappropriately	Transitional devices are used inconsistently	Transitional devices are applied appropriately	
Dimension: Establishes and maintains a formal style and appropriate tone that demonstrate awareness of audience and purpose of task	10	Uses an informal style	May inconsistently maintain a formal style	Establishes and maintains a formal style throughout the response	
	11	Uses a tone inappropriate for the task (e.g. overly conversational or list-like in approach)	May inconsistently apply an appropriate tone	Establishes and maintains an appropriate tone for on-demand academic writing	
	12	Demonstrates limited or no awareness of audience and purpose	Demonstrates a general awareness of audience and purpose	Demonstrates and maintains an awareness of audience and purpose of the task	
Dimension: Chooses specific words to express ideas clearly	13	May frequently misuse words	May occasionally misuse words	Chooses specific words to convey meaning	
	14	May overuse slang	May occasionally use slang but it does not overly detract from the overall message	Words are chosen purposefully and even the occasional slang term contributes to the overall message	
	15	Ideas may be expressed vaguely or repetitiously	Some ideas may be expressed vaguely	Ideas are expressed clearly and specifically	
Trait Score					

Trait 3: Clarity and Command of Standard English Conventions

		Score 0	Score 1	Score 2	
Dimension: Demonstrates largely correct sentence structure and a general fluency that enhances clarity	1	Sentence structures are largely repetitive and/or simplistic	Some sentence structure may be frequently repeated, but the response still demonstrates some variety	Demonstrates varied sentence structure within a paragraph or paragraphs	
	2	May contain multiple significant errors in subordination, coordination, and parallelism	Subordination, coordination, and parallelism are largely correct with a few significant errors	Demonstrates correct subordination, coordination, and parallelism	
	3	May contain frequent wordy and/or awkward constructions	May demonstrate occasional wordiness and/or awkwardness	Avoids wordiness and awkward sentence structure	
	4	Transitional words and conjunctive adverbs are either absent, used inappropriately or do not contribute to overall clarity	Transitional words and conjunctive adverbs are used inconsistently and may show occasional problems with clarity	Uses transitional words, conjunctive adverbs, and other words that support logic and clarity	
	5	May contain multiple significant errors with run-on sentences, fused sentences, and/or sentence fragments	May contain a few run-on sentences, fused sentences, and/or sentence fragments	Avoids run-on sentences, fused sentences, and sentence fragments	
Dimension: Demonstrates competent application of conventions	6	May contain frequent errors with commonly confused words and homonyms, including contractions	May contain occasional errors with commonly confused words and homonyms, including contractions	Demonstrates understanding of the usages of commonly confused words and homonyms, including contractions	
	7	May contain frequent errors with subject-verb agreement	May contain occasional errors with subject-verb agreement	Demonstrates appropriate application of subject-verb agreement	
	8	May contain frequent errors with pronoun usage	May contain occasional errors with pronoun usage	Demonstrates appropriate use of pronoun usage	
	9	Word order may be largely inappropriate or confusing	Demonstrates largely correct word order with correctly placed modifiers, but may contain occasional errors	Demonstrates correct word order and modifiers are placed correctly	
	10	May contain frequent errors with capitalization	May contain occasional errors with capitalization	Demonstrates proper use of capitalization	
	11	May contain frequent errors with apostrophes	May contain occasional errors with apostrophes	Demonstrates appropriate use of apostrophes with possessive nouns	
	12	May contain frequent errors with punctuation	May contain occasional errors with punctuation	Demonstrates appropriate use of punctuation	
Dimension: Errors do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing	13	Contains severe and frequent errors in mechanics and conventions that interfere with comprehension	May contain frequent errors in mechanics and conventions that occasionally interfere with comprehension	May contain some errors in conventions, but they do not interfere with comprehension	
	14	Standard usage is at an unacceptable level for on-demand draft writing OR response is insufficient to demonstrate level of mastery over conventions and usage	Standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing	Standard usage is appropriate for on-demand draft writing	
Trait Score					

Trait 1: Creation of Arguments and Use of Evidence

		Score 0	Score 1	Score 2	
DIMENSION: Generates a text-based argument that demonstrates a clear understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the historical contexts from which they are drawn	1	Makes no clearly stated claims	Makes at least one clearly-stated claim or claims are strongly implied	Claims are explicit and clearly stated. There may be multiple explicit claims made	
	2	Attempted or vague claims are illogical and are not text-based	At least one claim is logical and text-based, while other claims may be tied to the larger issue rather than to a close reading of the text itself	Claims are logical and based on a close reading of the text	
	3	Attempted or vague claims do not support an overall stance	Implied or clearly stated claims may support an overall stance. Stance may be vague, unclear or inconsistent	Explicit claims support a clear and consistent stance	
	4	Attempted or vague claims lack explanation such that criteria for analyzing the issue or evaluating argumentation is unclear	At least one claim is explained such that the criteria for analyzing the issue or evaluating the argumentation is evident	Multiple claims are explained such that the criteria for analyzing the issue or evaluating the argumentation is evident	
	5	Overall stance may lack connection to the prompt or deviate severely	Overall stance is connected to the prompt. May wander off purpose occasionally and briefly.	Overall stance is well-connected to the prompt and remains focused throughout the response	
	6	May demonstrate minimal or no understanding of ideas, events, and figures presented in the source texts	May demonstrate some understanding of the ideas, events, and figures presented in the source texts, but analysis may be limited or partial	Analysis of ideas, events, and figures presented in the source texts is largely accurate and reflects an understanding of the enduring issue expressed	
	7	May demonstrate no understanding of the historical context from which the source texts are drawn	May demonstrate minimal or inaccurate understanding of the historical contexts from which the source texts are drawn, or understanding of historical contexts may be minimally tied to the prompt	Provides largely accurate and relevant information about the historical contexts from which the source texts are drawn in order to support overall stance	
DIMENSION: Cites relevant and specific evidence from primary and secondary source text(s) that adequately supports an argument	8	Any evidence from the source text that is cited minimally or does not support the claims and overall stance	Evidence from the source text generally supports the claims and overall stance	Evidence chosen is largely relevant and is used in service of the argument's overall stance and supports the internal claims	
	9	Sections of text may be copied from the source text with little or no commentary given	Evidence chosen is commented upon, but commentary may be general, vague, or tenuously tied to the overall argument	Commentary on most pieces of cited evidence is provided, and commentary generally supports the overall stance	
	10	The issue described in the source text is minimally or not analyzed	The issue in the source texts is partially or simplistically analyzed	The issue in the source texts is analyzed thoroughly and specifically	
	11	The argumentation developed in the source texts is minimally or not evaluated	The argumentation in the source texts is partially or minimally analyzed	The validity of the argumentation in the source texts is evaluated thoroughly, citing specific techniques that the author uses to convey his or her message	
DIMENSION: Is well-connected to both the prompt and the source text	12	The issue described in the source text is minimally or not analyzed	The issue in the source texts is partially or simplistically analyzed	The issue in the source texts is analyzed thoroughly and specifically	
	13	The argumentation developed in the source texts is minimally or not evaluated	The argumentation in the source texts is partially or minimally analyzed	The validity of the argumentation in the source texts is evaluated thoroughly, citing specific techniques that the author uses to convey his or her message	
	14	May demonstrate no understanding of the arguments given in the source texts	Analysis given may be limited or partially inaccurate	Analysis given is largely accurate and reflects clear understanding of the source texts	
Trait Score					

Trait 2: Development of Ideas and Organizational Structure

		Score 0	Score 1	
DIMENSION: Connection between details and main ideas	1	Contains an unclear or no progression of ideas	Demonstrates a sensible progression of ideas (i.e. most ideas lead logically to the next)	
	2	Details may be irrelevant	Details are connected to the main idea	
	3	Details may be absent	Details are chosen to enhance logic and overall flow	
DIMENSION: Multiple ideas are elaborated upon	4	Ideas are insufficiently developed	One or more ideas are developed and/or one idea may have multiple extensions	
	5	Ideas may be illogical	The ideas are generally logical in relation to the source texts	
	6	There is minimal or no elaboration on main ideas	Multiple ideas are elaborated upon	
DIMENSIONS: Purpose of the task	7	Uses an informal style	Establishes and maintains a formal style throughout the response	
	8	Uses a tone inappropriate for the task (e.g. overly conversational or list-like in approach)	Establishes and maintains an appropriate tone for on-demand academic writing	
	9	Demonstrates limited or no awareness of audience and purpose	Demonstrates and maintains an awareness of audience and purpose of the task	
Trait Score				

SOCIAL STUDIES (SS) EXTENDED RESPONSE RUBRIC

Trait 3: Clarity and Command of Standard English Conventions

		Score 0	Score 1	
DIMENSION: General fluency that enhances clarity	1	Sentence structures are largely repetitive and/or simplistic	Demonstrates varied sentence structure within a paragraph or paragraphs	
	2	May contain multiple significant errors in subordination, coordination, and parallelism	Demonstrates correct subordination, coordination, and parallelism	
	3	May contain frequent wordy and/or awkward constructions	Avoids wordiness and awkward sentence structure	
	4	Transitional words and conjunctive adverbs are either absent, used inappropriately or do not contribute to overall clarity	Uses transitional words, conjunctive adverbs, and other words that support logic and clarity	
	5	May contain multiple significant errors with run-on sentences, fused sentences, and/or sentence fragments	Avoids run-on sentences, fused sentences, and sentence fragments	
Dimension: Demonstrates adequate application of conventions	6	May contain frequent errors with commonly confused words and homonyms, including contractions	Demonstrates understanding of the usages of commonly confused words and homonyms, including contractions	
	7	May contain frequent errors with subject-verb agreement	Demonstrates appropriate application of subject-verb agreement	
	8	May contain frequent errors with pronoun usage	Demonstrates appropriate use of pronoun usage (e.g. pronouns and their antecedents agree, unclear pronoun references are avoided and pronoun cases are used properly)	
	9	Word order may be largely inappropriate or confusing	Demonstrates correct word order and modifiers are placed correctly	
	10	May contain frequent errors with capitalization	Demonstrates proper use of capitalization (e.g. proper nouns, titles, and the beginnings of sentences)	
	11	May contain frequent errors with apostrophes	Demonstrates appropriate use of apostrophes with possessive nouns	
	12	May contain frequent errors with punctuation	Demonstrates appropriate use of punctuation (e.g. commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)	
Dimension: Errors do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing	13	Contains severe and frequent errors in mechanics and conventions that interfere with comprehension	May contain some errors in conventions, but they do not interfere with comprehension	
	14	Standard usage is at an unacceptable level for on-demand draft writing OR response is insufficient to demonstrate level of mastery over conventions and usage	Standard usage is appropriate for on-demand draft writing	
Trait Score				

ABE/GED Writing Assessment Rubric

Name: _____ Class: _____ Date: _____ Writing level score: _____

Student writing demonstrates:

AREA	1	2	3	4
Argument Writing	<input type="checkbox"/> claim, evidence, and warrant are missing, vague, or unrelated	<input type="checkbox"/> claim, evidence, and warrant are present, but may be irrelevant and insufficient	<input type="checkbox"/> claim, evidence, and warrant are present & relevant, but may be insufficient or illogical	<input type="checkbox"/> claim, evidence, warrant, counterclaim, and rebuttal are present, sufficient, logical, and related
Content / Organization	<input type="checkbox"/> writing about a lot about the topic <i>5-12 sentences</i>	<input type="checkbox"/> answering the question <i>12+ sentences</i>	<input type="checkbox"/> answering the question with full supporting detail <i>15+ sentences</i>	<input type="checkbox"/> completely answering the question with well-developed supporting detail <i>20+ sentences</i>
Word choice	<input type="checkbox"/> simple vocabulary communicates concepts	<input type="checkbox"/> vocabulary uses intermediate vocabulary & transition words to clearly communicate concepts	<input type="checkbox"/> advanced and varied vocabulary, with transition words to effectively communicate concepts	<input type="checkbox"/> word choices of academic-level vocabulary is varied correctly & effectively communicates writer's knowledge and ideas
Sentence Structure	<input type="checkbox"/> ability to express ideas in paragraph format with similar ideas grouped together	<input type="checkbox"/> ability to express ideas clearly with topic sentence & beginning, middle & end in each paragraph	<input type="checkbox"/> 3+ paragraph essay with thesis statement and conclusion	<input type="checkbox"/> well developed 3+ paragraph essay with complete introduction, body & conclusion
Grammar	<input type="checkbox"/> correct use of nouns and verbs in simple sentences <i>SVO</i>	<input type="checkbox"/> simple and compound sentences with adjectives <i>SVO or SVO+SVO with adj</i>	<input type="checkbox"/> proper use of nouns, verbs, adjectives and adverbs in simple, compound & complex sentences <i>SVO, SVO+SVO or SVO,+SVO</i>	<input type="checkbox"/> varied use of verb tenses in complete compound & complex sentences
Mechanics / Spelling	<input type="checkbox"/> basic use of capital and lowercase letters and proper use of periods <i>some correct capital letters & punctuation</i>	<input type="checkbox"/> proper use of end punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	<input type="checkbox"/> proper end punctuation & commas, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	<input type="checkbox"/> proper punctuation with minor spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>

ELL Writing Assessment Rubric

Name: _____

Class: _____

Date: _____

Writing level score: _____

Student demonstrates:

AREA	1	2	3	4
Content / Organization	<input type="checkbox"/> writing about the picture – staying on topic <i>0-5 sentences</i>	<input type="checkbox"/> writing about a lot of things in the picture or answering the question <i>5-12 sentences</i>	<input type="checkbox"/> writing about everything / almost everything in picture, or answering the question completely <i>12+ sentences</i>	<input type="checkbox"/> answering the question with full supporting detail <i>15+ sentences</i>
Word choice	<input type="checkbox"/> very basic vocabulary <i>CASAS 171-204 vocabulary</i>	<input type="checkbox"/> intermediate vocabulary <i>CASAS 205-225 vocabulary</i>	<input type="checkbox"/> richness in language, used detail & advanced vocabulary <i>CASAS 226-236 vocabulary</i>	<input type="checkbox"/> advanced and varied vocabulary, with transition words <i>TABE M 5.0-TABE D 7.1 vocabulary</i>
Sentence Structure	<input type="checkbox"/> ability to communicate with simple sentences or word groupings <i>no order or grouping</i>	<input type="checkbox"/> ability to express ideas in paragraph format with similar ideas grouped together <i>sentences group by topic</i>	<input type="checkbox"/> ability to express ideas & answer the question clearly with topic sentence & conclusion in each paragraph <i>clear paragraphs with topic sentence & begin/middle/end</i>	<input type="checkbox"/> 3 well developed paragraphs with thesis statement and conclusion <i>3+ paragraph essay w/ thesis statement & topic sentences</i>
Grammar	<input type="checkbox"/> simple use of nouns and verbs in basic sentences <i>SVO</i>	<input type="checkbox"/> simple sentence structure with describing words: some adjectives, possibly adverbs <i>SVO with adj</i>	<input type="checkbox"/> correct complete sentences with proper use of nouns, verbs, adjectives and adverbs in complete sentences <i>SVO with adj & adv</i>	<input type="checkbox"/> varied use of verb tenses in complete sentences with rich use of adjectives and adverbs <i>compound/complex sentences</i>
Mechanics / Spelling	<input type="checkbox"/> basic use of capital and lowercase letters and proper use of periods <i>some correct capital letters & punctuation</i>	<input type="checkbox"/> proper use of punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	<input type="checkbox"/> proper punctuation, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	<input type="checkbox"/> proper punctuation with minor to no spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>

No one wants to feel like they are always being watched. However, there are times when an eye in the sky can be a life saver. Surveillance cameras are a good idea and the Francisco chief of police makes a good argument. First, there was a bombing in Boston Marathon last April. Sifting through video surveillance footage identified two suspects and captured them before they could carry out any more attacks. Second, crimes declined 30% in areas where cameras were installed. Next, Surveillance is used as an investigative tool. This helps law enforcement with crimes. Also, in Denver authorities use public surveillance cameras during storms to determine where emergency help is needed. Authorities are not allowed to monitor cameras in real time. Finally, surveillance are turned off during protests and other events involving freedom of speech.



ABE/GED Writing Assessment Rubric

Name: _____ Class: _____ Date: _____ Writing level score: _____

Student writing demonstrates:

AREA	1	2	3	4
Argument Writing	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are missing, vague, or unrelated	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are present, but may be irrelevant and insufficient	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are present & relevant, but may be insufficient or illogical	<input type="checkbox"/> <u>claim</u> , evidence, warrant, counterclaim, and rebuttal are present, sufficient, logical, and related
Content / Organization	<input type="checkbox"/> <u>writing</u> about a lot about the topic <i>5-12 sentences</i>	<input type="checkbox"/> <u>answering</u> the question <i>12+ sentences</i>	<input type="checkbox"/> <u>answering</u> the question with full supporting detail <i>15+ sentences</i>	<input type="checkbox"/> <u>completely</u> answering the question with well-developed supporting detail <i>20+ sentences</i>
Word choice	<input type="checkbox"/> <u>simple</u> vocabulary communicates concepts	<input type="checkbox"/> <u>vocabulary</u> uses intermediate vocabulary & transition words to clearly communicate concepts	<input type="checkbox"/> <u>advanced</u> and varied vocabulary, with transition words to effectively communicate concepts	<input type="checkbox"/> <u>word</u> choices of academic-level vocabulary is varied correctly & effectively communicates writer's knowledge and ideas
Sentence Structure	<input type="checkbox"/> <u>ability</u> to express ideas in paragraph format with similar ideas grouped together	<input type="checkbox"/> <u>ability</u> to express ideas clearly with topic sentence & beginning, middle & end in each paragraph	<input type="checkbox"/> 3+ paragraph essay with thesis statement and conclusion	<input type="checkbox"/> <u>well</u> developed 3+ paragraph essay with complete introduction, body & conclusion
Grammar	<input type="checkbox"/> <u>correct</u> use of nouns and verbs in simple sentences <i>SVO</i>	<input type="checkbox"/> <u>simple</u> and compound sentences with adjectives <i>SVO or SVO+SVO with adj.</i>	<input type="checkbox"/> <u>proper</u> use of nouns, verbs, adjectives and adverbs in simple, compound & complex sentences <i>SVO, SVO+SVO or SVO,±SVO</i>	<input type="checkbox"/> <u>varied</u> use of verb tenses in complete compound & complex sentences
Mechanics / Spelling	<input type="checkbox"/> <u>basic</u> use of capital and lowercase letters and proper use of periods <i>some correct capital letters & punctuation</i>	<input type="checkbox"/> <u>proper</u> use of end punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	<input type="checkbox"/> <u>proper</u> end punctuation & commas, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	<input type="checkbox"/> <u>proper</u> punctuation with minor spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>

Smile! You're on candid camera, well maybe not candid camera, but you may be on someones camera. In a discussion of technology and privacy one controversial issue has been surveillance cameras. People who favor surveillance cameras claim them to be an effective crime fighting tool. On the other hand people who oppose them say that they are not effective and invade our privacy. I think those in favor make the strongest argument.

First, cameras improve the chances of catching bad guys in the act of committing crimes. Facial recognition software can pick someones face out of a mountain of data. Cameras are a fast way to find criminals, after the Boston bombing it took only 3 days for the FBI to release shots of two suspects. Surveillance cameras can detect dangerous things such as unidentified packages and radiation.

Although opponents claim that surveillance cameras generate too much data, surveillance cameras have come a long way. For instance, the Seven 11 by my house house high crime rate the surveillance cameras they have makes people feel safer.

Even though we have to give up some of our privacy to feel safer without surveillance cameras the crime rate would be really high so therefore I am willing to give up a certain amount of privacy to feel safe.

ABE/GED Writing Assessment Rubric



Name: _____ Class: _____ Date: _____ Writing level score: _____

Student writing demonstrates:

AREA	1	2	3	4
Argument Writing	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are missing, vague, or unrelated	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are present, but may be irrelevant and insufficient	<input type="checkbox"/> <u>claim</u> , evidence, and warrant are present & relevant, but may be insufficient or illogical	<input type="checkbox"/> <u>claim</u> , evidence, warrant, counterclaim, and rebuttal are present, sufficient, logical, and related
Content / Organization	<input type="checkbox"/> <u>writing</u> about a lot about the topic <i>5-12 sentences</i>	<input type="checkbox"/> <u>answering</u> the question <i>12+ sentences</i>	<input type="checkbox"/> <u>answering</u> the question with full supporting detail <i>15+ sentences</i>	<input type="checkbox"/> <u>completely</u> answering the question with well-developed supporting detail <i>20+ sentences</i>
Word choice	<input type="checkbox"/> <u>simple</u> vocabulary communicates concepts	<input type="checkbox"/> <u>vocabulary</u> uses intermediate vocabulary & transition words to clearly communicate concepts	<input type="checkbox"/> <u>advanced</u> and varied vocabulary, with transition words to effectively communicate concepts	<input type="checkbox"/> <u>word</u> choices of academic-level vocabulary is varied correctly & effectively communicates writer's knowledge and ideas
Sentence Structure	<input type="checkbox"/> <u>ability</u> to express ideas in paragraph format with similar ideas grouped together	<input type="checkbox"/> <u>ability</u> to express ideas clearly with topic sentence & beginning, middle & end in each paragraph	<input type="checkbox"/> 3+ paragraph essay with thesis statement and conclusion	<input type="checkbox"/> <u>well</u> developed 3+ paragraph essay with complete introduction, body & conclusion
Grammar	<input type="checkbox"/> <u>correct</u> use of nouns and verbs in simple sentences <i>SVO</i>	<input type="checkbox"/> <u>simple</u> and compound sentences with adjectives <i>SVO or SVO+SVO with <u>adj.</u></i>	<input type="checkbox"/> <u>proper</u> use of nouns, verbs, adjectives and adverbs in simple, compound & complex sentences <i>SVO, SVO+SVO or SVO,<u>+</u>SVO</i>	<input type="checkbox"/> <u>varied</u> use of verb tenses in complete compound & complex sentences
Mechanics / Spelling	<input type="checkbox"/> <u>basic</u> use of capital and lowercase letters and proper use of periods <i><u>some</u> correct capital letters & punctuation</i>	<input type="checkbox"/> <u>proper</u> use of end punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	<input type="checkbox"/> <u>proper</u> end punctuation & commas, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	<input type="checkbox"/> <u>proper</u> punctuation with minor spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>