

The Status of Writing in My School: Looking at Student Work
Analytic Rubrics to Set Goals and Improve Writing

Analytic Rubric for Writing

Definition:

An *analytic rubric* articulates levels of performance for *each* criterion so the teacher can assess student performance on each criterion. Teachers use analytic rubrics to help students improve specific skills.

Using an Analytic Rubric

Identify the Standard(s):

PA 1.5.8.A: Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.

Context:

Independently within 60 minutes plan, write, and proofread the response to the writing prompt:

Prepare the Task:

Select a job you can do and write an essay that persuades an adult to hire you.

Prepare the Rubric:

4	Focus	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	Content Development	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	Organization	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	Style	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	Focus	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience
	Content Development	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	Organization	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	Style	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	Focus	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	Content Development	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	Organization	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	Style	Limited control of language and sentence structures that creates interference with tone.
1	Focus	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	Content Development	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	Organization	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	Style	Minimal control of language and sentence structures that creates an inconsistent tone.

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I want to be a MLB player. They should hire me because I can hit the ball really hard and score them runs every game. I can catch the ball really good to get them out and I can throw great to all the bases to get them out. The positions that I'm good at are 3rd base, short stop, 1st base, catcher, outfield, and 2nd base. I can run the bases ok and when it comes to stealing the bases most of the time I'm safe. My batting average is really good and I hardly ever make errors. When I hit the ball I mostly get singles but some times doubles that way we still have a man in scoring position and we can always get another score to win the game. I might hit one home run. I want this job because I'm really good at this sport and can do alot for my team and for the fans and the manager and the owner of the team. If you hire me I could make more people watch baseball and that would bring the ratings up on the tv and would make them more money because more people that can't make it to the game will watch to see what happens.

The writer's position is that he/she wants to be hired as an MLB player. The writer makes the assumption that the reader will know what "MLB" means, demonstrating an inconsistent awareness of audience and task. An insufficiently elaborated argument includes an underdeveloped position supported with little evidence. The writer's qualifications are listed without facts, details, or examples presented to support the writer's claims ("I can catch the ball really good to get them out and I can throw great to all the bases to get them out," "The positions that I'm good at are 3rd base, short stop, 1st base, catcher, outfield, and 2nd base," and "I want this job because I'm really good at this sport and can do alot for my team and for the fans and the manager and the owner of the team"). The one sentence introduction ("I want to be a MLB player") and one sentence conclusion ("If you hire me I could make more people watch baseball and that would bring the ratings up on the tv and would make them more money because more people that can't make it to the game will watch to see what happens") are ineffective. The conclusion also introduces new concepts, such as the TV ratings and making more money for the team, indicating an inconsistent organizational strategy.

The writer demonstrates limited control of language with appropriate, but general,