Student Name	Subject/Teacher	Assignment	Date
_____	_____	_____	_____

MSMHS Rubric 1: Literacy

Student writes effectively for a variety of purposes.   *6/2016 Edition*

Criteria	Exemplary	Approaching Exemplary	Proficient	Approaching Proficient	Beginning
Purpose	• Demonstrates understanding and exceeds expectations of assignment • Articulates an original and powerful thesis/claim • Thoughtful selection of background information enhances purpose • Skillfully addresses audience and anticipates reaction	←	• Demonstrates understanding of assignment • Articulates a clear thesis/claim • Establishes purpose with relevant background information • Addresses audience with appropriate tone and communication strategy	←	• May misinterpret elements of assignment • Thesis/claim may be missing or unclear • Background information is lacking or irrelevant and may not establish purpose • Little evidence of audience awareness or communication strategy
Evidence	• Ample evidence to support thesis/claim • Well selected, seamlessly integrated evidence • Correct citations used throughout	←	• Sufficient evidence to support thesis/claim • Consistent use of relevant evidence • Minimal errors in citations	←	• Insufficient evidence to support thesis/claim • May include irrelevant evidence • Several errors in or absence of citations
Analysis	• Seamlessly integrates fact and opinion to support thesis/claim • Makes insightful conclusions and interpretations of evidence that consistently support thesis/claim • Synthesizes prior knowledge with provided evidence to demonstrate critical thinking	←	• Integrates fact and opinion appropriately • Reasonable conclusions and interpretations of evidence consistently support thesis/claim • Appropriately uses prior knowledge to make connections	←	• May confuse fact and opinion • Conclusions and interpretations of evidence are lacking or irrelevant to thesis/claim • Lacks connections made to prior knowledge
Revising and Editing	• Skillful use of transitions resulting in a fluent, coherent and unified structure • Error-free use of convention and mechanics • Strong evidence of change from draft to final product based on reflection/feedback	←	• Consistent use of transitions and organizational components • Minimal errors in grammar, spelling, syntax, punctuation, vocabulary, format • Some evidence of change from draft to final product based on reflection/feedback	←	• May lack transitions and/or contain unclear progression of ideas • Errors in grammar, spelling, syntax, punctuation, vocabulary, format are common throughout • No evidence of change from draft to final product

Additional Comments: