

DETAILED - Common Core Research Writing Rubric

	<b>4 (A)</b>	<b>3 (B)</b>	<b>2 (C)</b>	<b>1 (D)</b>	<b>0 (F)</b>
<b>Development of Ideas</b>	The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.
<b>Organization</b>	The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.	The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas.	The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious.	The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear.	The student response demonstrates a lack of coherence, clarity and cohesion.
<b>Clarity of Language</b>	The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.	The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain specific vocabulary.	The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.
<b>Language and Conventions</b>	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.
<b>Grading scale</b>	<b>100 - 93</b>	<b>92 - 85</b>	<b>84 - 76</b>	<b>75 - 70</b>	<b>69 - 0</b>