

2019-2020 EPMS Text-Based, Long-form Writing Rubric

Skill Measured	5 I Could Teach This!	4 I've Got This!	3 I'm Almost There!	2 I've Partially Got This!	1 I Don't Get It!
Comprehension of Key Ideas and Details In Text	My response is accurate, showing that I completely understood the text, including complex ideas.	My response is accurate, showing that I completely understood the text.	My response is mostly accurate, showing that I mostly understood the text.	My response is minimally accurate, showing that I understood part of the text.	My response shows that I struggled to understand the text.
Development of Ideas & Textual Evidence In Writing	I addressed the prompt. My essay effectively and comprehensively developed the claim using clear and convincing reasoning and correctly-cited evidence from the text to support my ideas.	I addressed the prompt. My essay effectively developed the claim using clear and convincing reasoning and cited evidence from the text to support my ideas.	I addressed the prompt. My essay developed the claim using clear reasoning and evidence from the text to support my ideas.	I addressed the prompt. My essay somewhat developed the claim using reasoning and some evidence from the text to support my ideas.	I attempted to address the prompt and develop my ideas.
Organization & Length of Writing	I support my claim with at least three fully-developed body paragraphs of 8-14 sentences each. I have a STRONG introduction and conclusion, and my essay progresses logically. It is easy to follow my ideas.	I support my claim with at least three fully-developed body paragraphs of 8-14 sentences each. I have an introduction and conclusion. It is fairly easy to follow my ideas.	I support my claim with at least three body paragraphs of 5- 8 sentences each. I have an introduction and conclusion. My ideas are logically grouped.	My response is partially developed but is missing one or more key elements (introduction, claim, body paragraphs, or conclusion).	My response is disorganized or inadequate in length.
Clarity of Language	My writing style is highly effective. I use precise formal language, including sensory details, figurative language, transition sentences, and appropriate academic vocabulary and tone.	My writing style is effective. I use some precise language, including sensory details, figurative language, transition sentences and appropriate academic vocabulary and tone.	My writing style is mostly effective. I use some precise language, description, transitions, and appropriate academic vocabulary.	My writing style is developing. I use a few descriptions, transitions, and some academic vocabulary.	My writing style has yet to be developed. My vocabulary is basic and/or informal.
Conventions of Language	My response is free from spelling, grammar, and/or punctuation errors.	My response is mostly free from spelling, grammar, and/or punctuation errors.	My response has several errors in spelling, grammar, and/or punctuation, but my meaning is still clear.	My response contains many errors in spelling, grammar, and punctuation. My meaning is sometimes unclear.	My response has many errors in spelling, grammar and punctuation. My meaning is often unclear.