

Holistic Rubric for Writing Competency Test

CYSS – Diocese of Toledo – January 2010

(5/3– 5/7 ‘10 Writing Competency Test Administered to Gr. 3, 5, 7; 5/10 – 14 ‘10 Writing Competency Make-up Week)

- 6** This is a **superior** piece of writing! The work:
- ❖ directly addresses prompt/topic
 - ❖ is well organized with strong beginning and end
 - ❖ exhibits great ideas, examples, and details
 - ❖ utilizes strong vocabulary, vivid language
 - ❖ contains a variety of well-constructed sentences
 - ❖ does not distract the reader by errors in capitalization, punctuation, spelling and/or grammar
 - ❖ creates a “WOW” experience for the reader.
- 5** This is a **excellent** piece of writing! The work:
- ❖ directly addresses prompt/topic
 - ❖ is well organized with strong beginning and end
 - ❖ exhibits good ideas, examples, and details
 - ❖ utilizes strong vocabulary and clear language
 - ❖ contains a variety of well-constructed sentences
 - ❖ has few errors in capitalization, punctuation, spelling and/or grammar
- 4** This is an **effective** piece of writing. The work:
- ❖ addresses the prompt/topic
 - ❖ is well organized with effective beginning and end
 - ❖ exhibits good ideas, examples, and details
 - ❖ utilizes good vocabulary
 - ❖ contains some variety in sentence structure
 - ❖ has few errors in capitalization, punctuation, spelling and/or grammar
- 3** This is a **competent** piece of writing. The work:
- ❖ addresses the prompt/topic
 - ❖ has some organization with adequate beginning and/or ending
 - ❖ exhibits ideas, examples, and details, though not as fully developed
 - ❖ utilizes appropriate word choice
 - ❖ contains occasional use of variety of sentence structure
 - ❖ has some errors in capitalization, punctuation, spelling and/or grammar
- 2** This is a **fair** piece of writing. The work:
- ❖ weakly attempts to address the prompt/topic
 - ❖ lacks organization
 - ❖ exhibits unclear or not fully developed ideas, examples, and details
 - ❖ utilizes simple vocabulary
 - ❖ contains little variety of sentence structure
 - ❖ has noticeable errors in capitalization, punctuation, spelling and/or grammar
- 1** This is a **poor** piece of writing. The work:
- ❖ has little or no attempt to address the prompt/topic
 - ❖ lacks organizational structure
 - ❖ exhibits little or no development of ideas
 - ❖ utilizes limited vocabulary
 - ❖ contains little or no variety in sentence structure
 - ❖ has numerous errors in capitalization, punctuation, spelling and/or grammar