

Holy Family Catholic Schools Holistic Rubric

| Standard Addressed | 1.0 Low (Not meeting expectation) | 1.5* | 2.0 Medium (Meeting expectation) | 2.5** | 3.0 High (Exceeding expectation) |
|--|---|------|--|-------|---|
| Central Focus i.e. topic sentence of paragraph or thesis statement; main idea, key words | <ul style="list-style-type: none"> • Fails to address or understand task • Fails to establish central focus • Fails to develop or maintain central focus | | <ul style="list-style-type: none"> • Addresses and demonstrates appropriate understanding of the task • Establishes and maintains central focus with minor deviations | | <ul style="list-style-type: none"> • Addresses and demonstrates exemplary understanding of the task • Establishes and maintains clear central focus throughout response |
| Organization i.e. structure; beginning, middle, end; logical pattern of thoughts | <ul style="list-style-type: none"> • Lacks clear beginning, middle and end • Includes limited or inappropriate use of transitions • Demonstrates no sequencing of ideas | | <ul style="list-style-type: none"> • Develops clear beginning, middle and end • Uses appropriate transitions • Demonstrates some logical sequencing of ideas | | <ul style="list-style-type: none"> • Includes effective and well-developed beginning, middle and end • Uses varied and effective transitions • Demonstrates clear and logical sequencing of ideas |
| Language Use i.e. word choice, sentence structure, voice, audience | <ul style="list-style-type: none"> • Uses simple, repetitive and confusing word choice • Uses simple sentences with little variety in sentence structure • Uses long, rambling sentences • Uses weak or inappropriate voice for audience or purpose | | <ul style="list-style-type: none"> • Uses clear, somewhat specific, and varied word choice • Uses some variety in sentence beginnings, structures, and/or lengths • Uses appropriate voice for audience and purpose | | <ul style="list-style-type: none"> • Uses specific, precise and varied word choice • Varies sentence beginnings, structures, and lengths effectively • Uses effective voice that imparts personal tone • Demonstrates exemplary understanding of audience and purpose |
| Content i.e. convincing evidence; accurate information; communicates understanding | <ul style="list-style-type: none"> • Includes inaccurate information • Lacks supporting evidence • Fails to communicate understanding of material | | <ul style="list-style-type: none"> • Includes appropriate and accurate information • Provides some supporting evidence • Communicates understanding of material | | <ul style="list-style-type: none"> • Includes appropriate, detailed and accurate information • Provides convincing evidence • Communicates exemplary understanding of material |
| Complexity of Thought i.e. connecting to prior knowledge/ other subjects/ concepts; synthesis, analysis, critical thinking reflected | <ul style="list-style-type: none"> • Demonstrates some understanding of concepts • Shows major limitations in understanding | | <ul style="list-style-type: none"> • Demonstrates significant understanding of concepts by connecting prior knowledge. Connections are limited • Exemplifies some flaws in reasoning | | <ul style="list-style-type: none"> • Demonstrates exemplary understanding of concepts by using them to explain more specific information • Connects otherwise disparate elements • Views concrete experiences in a broader perspective |
| Conventions of Standard English i.e. spelling, grammar and usage, punctuation, capitalization | <ul style="list-style-type: none"> • Uses minimal capitalization and punctuation • Uses language and grammar that prevent understanding of meaning | | <ul style="list-style-type: none"> • Demonstrates proficient knowledge of grammar, usage, punctuation, and capitalization • Contains limited errors that do not interfere with meaning | | <ul style="list-style-type: none"> • Demonstrates exemplary knowledge of grammar, usage, punctuation and capitalization • Contains very few errors |

* No major errors or omissions regarding score 1.0 content, and partial success at score 2.0 content

** No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

| Non-Scorable Responses | | |
|---|--|--|
| NR--No Response: Student wrote too little to allow reliable judgment of his/her writing. | OT--Off-Topic/Off-Task: Student did not write on the assigned topic/ task, or the student attempted to copy the prompt. | WF--Wrong Format: Student refused to write on the topic or did not follow instructions. |