Checkpoint C Writing Rubric*

Dimension	The response: 4	3	2	1
Purpose/Task	Accomplishes the task; includes **many** details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes **some** details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes **few** details, some of which may be only **loosely connected** to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides **few** or **no** supporting details.
Organization The extent to which the response exhibits direction, shape, and coherence.	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
Vocabulary	Includes a **wide variety** of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a **variety** of vocabulary related to the topic.	Includes **basic** vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes **limited** vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
Structure/ Conventions • Subject-verb agreement • Tense • Noun-adjective agreement • Correct word order • Spelling/diacritical marks	•Demonstrates a **high degree** of control of **Checkpoint C** structure/conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks **Errors _do not_ hinder overall comprehensibility of the passage.**	Demonstrates **some** control of **Checkpoint C** structure/conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks **Errors _do not_ hinder overall comprehensibility of the passage.**	Demonstrates **some** control of **Checkpoint C** structures/conventions. **Errors _do_ hinder overall comprehensibility and/or there are numerous Checkpoint A/B errors.** - - - - - - - - OR - - - - - - - Demonstrates a **high degree** of control, but uses _only_ **Checkpoint A/B** structures/conventions.	Demonstrates **little control** of **Checkpoint C** structures/conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks **Errors impede overall comprehensibility of passage.**

Word Count: 100+ words = 2 points, 50–99 = 1 point, <50 = 0 points

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

17 - 18 = 8	11 - 12 = 5	4 - 5 = 2
15 - 16 = 7	8 - 10 = 4	2 - 3 = 1
13 - 14 = 6	6 - 7 = 3	0 - 1 = 0

Total Raw Score_____ Total Score_____

* Modified Checkpoint A/B Rubric <see Writing Checklist>