

**Rubrics for
Grade 11 NECAP Writing
Extended Response**

Grade 11 Writing Rubric – Extended Response: Response to Literary or Informational Text

6

- purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- intentionally organized for effect
- fully developed details; rich and/or insightful elaboration supports purpose
- distinctive voice, tone, and style enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose is clear; focus/controlling idea is maintained throughout
- well-organized and coherent throughout
- details are relevant and support purpose; details are sufficiently/purposively elaborated
- strong command of sentence structure; uses language to enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose is evident; focus/controlling idea may not be maintained
- generally organized and coherent
- details are generally relevant and appropriately developed
- well-constructed sentences; uses language well
- may have some errors in grammar, usage, and mechanics

3

- writing has a general purpose
- some sense of organization; may have lapses in coherence
- some relevant details support purpose
- uses language adequately; may show little variety of sentence structures
- may have some errors in grammar, usage, and mechanics

2

- attempted or vague purpose
- attempted organization; lapses in coherence
- generalized, listed or undeveloped details
- may lack sentence control or may use language poorly
- may have errors in grammar, usage, and mechanics that interfere with meaning

1

- minimal evidence of purpose
- little or no organization
- minimal or random information
- rudimentary or deficient use of language
- may have errors in grammar, usage, and mechanics that interfere with meaning

0

- response is totally incorrect or irrelevant

Grade 11 Writing Rubric – Extended Response: Reflective essay

6

- purpose and context are engaging
- intentionally organized, with a progression of ideas
- analyzes a condition or situation using rich and insightful elaboration
- distinctive voice, tone, and style enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose and context are clear
- well-organized and coherent throughout, with a progression of ideas
- analyzes a condition or situation using meaningful details/elaboration
- uses language effectively; uses a variety of sentence structures
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose and context are evident
- generally organized and coherent
- explains a condition or situation using relevant details
- uses language adequately; uses correct sentence structures
- may have some errors in grammar, usage, and mechanics

3

- writing has a general purpose
- some sense of organization; may have lapses in coherence
- addresses a condition or situation ; some relevant details support purpose
- uses language adequately; may show little variety of sentence structures
- may have some errors in grammar, usage, and mechanics

2

- attempted or vague purpose
- attempted organization; lapses in coherence
- may state a condition or situation; generalized, listed or undeveloped details
- may lack sentence control or may use language poorly
- may have errors in grammar, usage, and mechanics that interfere with meaning

1

- minimal evidence of purpose
- little or no organization
- few or random details
- rudimentary or deficient use of language
- may have errors in grammar, usage, and mechanics that interfere with meaning

0

- response is totally irrelevant

Grade 11 Writing Rubric – Extended Response: Informational (Report) Writing

6

- purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- intentionally organized for effect
- fully developed details, rich and/or insightful elaboration supports purpose
- distinctive voice, tone, and style enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose is clear; focus/controlling idea is maintained throughout
- well- organized and coherent throughout
- details are relevant and support purpose; details are sufficiently elaborated
- strong command of sentence structure; uses language to enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose is evident; focus/controlling idea may not be maintained
- generally organized and coherent
- details are relevant and mostly support purpose
- well-constructed sentences; uses language well
- may have some errors in grammar, usage, and mechanics

3

- writing has a general purpose
- some sense of organization; may have lapses in coherence
- some relevant details support purpose
- uses language adequately; may show little variety of sentence structures
- may have some errors in grammar, usage, and mechanics

2

- attempted or vague purpose
- attempted organization; lapses in coherence
- generalized, listed or undeveloped details
- may lack sentence control or may use language poorly
- may have errors in grammar, usage, and mechanics that interfere with meaning

1

- minimal evidence of purpose
- little or no organization
- random or minimal details
- rudimentary or deficient use of language
- may have errors in grammar, usage, and mechanics that interfere with meaning

0

- response is totally incorrect or irrelevant

Grade 11 Writing Rubric – Extended Response: Informational Writing (Persuasive)

6

- purpose/position is clear throughout; strong focus/position; OR strongly stated purpose/opinion focuses the writing
- intentionally organized for effect
- fully developed arguments and reasons; rich, insightful elaboration supports purpose/opinion
- distinctive voice, tone, and style effectively support position
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose/ position is clear; stated focus/opinion maintained consistently throughout
- well-organized and coherent throughout
- arguments/reasons are relevant and support purpose/opinion; arguments/reasons are sufficiently elaborated
- strong command of sentence structure; uses language to support position
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose/ position and focus are evident, but may not be maintained
- generally well organized and coherent
- arguments are appropriate and mostly support purpose/opinion
- well-constructed sentences; uses language well
- may contain some errors in grammar, usage, and mechanics

3

- purpose/position may be general
- some sense of organization; may have lapses in coherence
- some relevant details support purpose; arguments are thinly developed
- generally correct sentence structure; uses language adequately
- may contain some errors in grammar, usage, and mechanics

2

- attempted or vague purpose/position
- attempted organization; lapses in coherence
- generalized, listed or undeveloped details/reasons
- may lack sentence control or may use language poorly
- may have errors in grammar, usage, and mechanics that interfere with meaning

1

- minimal evidence of purpose/position
- little or no organization
- random or minimal details
- rudimentary or deficient use of language
- may have errors in grammar, usage, and mechanics that interfere with meaning

0

- response is totally irrelevant

Grade 11 Writing Rubric – Extended Response: Informational Writing (Procedures)

Text features can serve as organizational devices or as details that enhance meaning.

6
<ul style="list-style-type: none">• purpose and context are clear; strong focus/controlling idea maintained throughout• intentionally organized for effect• fully developed details and elaborated steps support purpose• distinctive voice, tone, and style enhance reader’s understanding• consistent application of the rules of grade-level grammar, usage, and mechanics
5
<ul style="list-style-type: none">• purpose and context are clear; focus/controlling idea is maintained throughout• well- organized and coherent throughout• details are relevant and support purpose; steps are sufficiently explained• precise word choice; sentence structure/phrasing is appropriate• consistent application of the rules of grade-level grammar, usage, and mechanics
4
<ul style="list-style-type: none">• purpose and context are evident;• generally organized and coherent• details are relevant, clear and mostly support purpose; steps are explained• specific word choice; sentence structure/phrasing is appropriate• may have some errors in grammar, usage, and mechanics
3
<ul style="list-style-type: none">• purpose is general• some sense of organization; may have lapses in coherence• some relevant details support purpose; some steps are identified• may use nonspecific language; sentence s/ phrases may be unclear• may have some errors in grammar, usage, and mechanics
2
<ul style="list-style-type: none">• attempted or vague purpose• attempted organization; lapses in coherence• generalized, listed or undeveloped details ; may identify steps• may use language poorly ; sentence/phrasing may cause confusion• may have errors in grammar, usage, and mechanics that interfere with meaning
1
<ul style="list-style-type: none">• minimal evidence of purpose• little or no organization• random or minimal details• rudimentary or deficient use of language• may have errors in grammar, usage, and mechanics that interfere with meaning
0
<ul style="list-style-type: none">• response is totally incorrect or irrelevant