
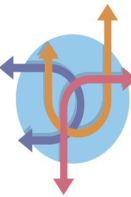




IMPACT WRITING ASSESSMENT SCORING RUBRIC

Student name: _____

	High Pass	Pass	Fail
<p>Main Point</p> 	<p>The writer maintains a clear focus on a main point that directly connects to the assigned writing prompt.</p>	<p>A clear topic is evident, but requires more work to be focused on one main point. The writer makes a connection to the writing prompt.</p>	<p>Writing wanders without focus or does not address the assigned writing prompts.</p>
<p>Organization</p> 	<p>The writing has an overall sense of beginning, middle and end with a logical sequence of events or points. Paragraphs, if required, are used to focus the reader on one point or event at a time. The relationship between ideas is clear.</p>	<p>The writer shows knowledge of paragraphing. Paragraphs if present, mostly focus on one event or topic at a time, but some shift focus. The relationships between most ideas is clear but could be improved or clarified.</p>	<p>The writing is missing a beginning, middle or end. The sequence of events of points is confusing. No paragraphs have been used to indicate shifts.</p>
<p>Content</p> 	<p>The writer correctly presents the required information, using clear and effective details.</p>	<p>The writer makes a few mistakes with facts or vocabulary. Details are lacking that would help explain.</p>	<p>Many errors; the writer does not understand the material.</p>
<p>Sentences</p> 	<p>Mechanics of spelling, punctuation, and sentence structures support clear communication. Problems only occasionally compromise meaning or distract the reader.</p>	<p>Problems with spelling, punctuation, and sentence structure cause minor confusion for the reader, and the flow of readability is sometimes interrupted.</p>	<p>Mechanics of spelling, punctuation, and sentence structures interfere with clear communication. Problems frequently compromise meaning or distract the reader.</p>
<p>Mark up to 3 technical errors to work on: _____, _____, and _____.</p>			