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# COMMON CORE STATE STANDARDS WRITING RUBRICS

Grades 11 - 12

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Thank you for your interest in the Turnitin Common Core State Standards-aligned writing rubrics. We hope you find them useful.

The three rubrics in this package were developed in conjunction with the English Professional Learning Council (EPLC) and include argument, informative and narrative rubrics.

### **Background**

When approached by Turnitin in May of 2012, the EPLC had already been looking at ways in which curricula could be aligned across secondary and higher education writing courses to address the skills gap that exists for many students matriculating in post secondary programs. The EPLC agreed to assist Turnitin with developing CCSS-aligned rubrics to help secondary educators implement the Standards, support student success in writing, and align instructor expectations between secondary and higher education.

### **Turnitin's CCSS-Aligned Writing Rubrics**

While developed specifically for secondary instruction, these rubrics are also ideal for preparing students for more rigorous coursework in upper-level post-secondary writing courses and courses that involve writing across the curriculum. Additionally, members of the EPLC and Turnitin agree that expectations and language—especially for assessment—be common between secondary and higher education to increase student success in writing as their education progresses.

Turnitin users at secondary schools and community colleges across the U.S. can attach a CCSS-aligned rubric to any GradeMark assignment to quickly and easily convey their expectations to students, grade submitted work against the CCSS, provide critical feedback, and track student progress. If you are a Turnitin user at a 4-year college/university or are not located in the U.S., you will need to upload an .rbc file of the rubrics into GradeMark:

[http://pages.turnitin.com/rs/iparadigms/images/CCSS\\_Rubrics.zip](http://pages.turnitin.com/rs/iparadigms/images/CCSS_Rubrics.zip)

Instructions on uploading the .rbc files into GradeMark are at:

[http://www.turnitin.com/en\\_us/support/help-center/importing-and-exporting-rubrics](http://www.turnitin.com/en_us/support/help-center/importing-and-exporting-rubrics)

### **If you have comments regarding these rubrics, please contact:**

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| ARGUMENT  |  |  |  |  |  |
|---|--|--|--|--|--|
| Description   | 5 Exceptional  | 4 Skilled  | 3 Proficient   | 2 Developing   | 1 Inadequate   |
| <p><b>Claim:</b><br/>The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>   | The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.   | The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.  | The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.   | The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.                           | The text contains an unidentifiable claim or vague position. The text has limited structure and organization.  |
| <p><b>Development:</b><br/>The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>  | The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.  | The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.   | The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.   | The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position. | The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position. |
| <p><b>Audience:</b><br/>The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>  | The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.  | The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.   | The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.  | The text illustrates an inconsistent awareness of the audience's knowledge level and needs.  | The text lacks an awareness of the audience's knowledge level and needs.   |
| <p><b>Cohesion:</b><br/>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p> | The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim. | The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim. | The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim. | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.                                | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.               |
| <p><b>Style and Conventions:</b><br/>The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>   | The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).  | The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).  | The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).                   | The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.                             | The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.         |

| INFORMATIVE  |  |   |   |  |  |
|--|--|---|---|--|--|
| Description  | 5 Exceptional  | 4 Skilled   | 3 Proficient  | 2 Developing   | 1 Inadequate   |
| <p><b>Focus:</b><br/>The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.</p>  | The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.   | The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.  | The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.  | The text has an unclear topic with some ideas, concepts, and information.  | The text has an unidentifiable topic with minimal ideas, concepts, and information.  |
| <p><b>Development:</b><br/>The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.</p> | The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance. | The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance. | The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance. | The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.                       | The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.   |
| <p><b>Audience:</b><br/>The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.</p>                                | The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.   | The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.  | The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.   | The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant. | The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension. |
| <p><b>Cohesion:</b><br/>The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.</p>  | The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.   | The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.  | The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.  | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.  | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.                      |
| <p><b>Language and Style:</b><br/>The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>             | The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   | The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   | The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  | The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.   | The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.   |
| <p><b>Conventions:</b><br/>The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).</p>                              | The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).   | The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text demonstrates some accuracy in standard English conventions of usage and mechanics.  | The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.  |

| NARRATIVE  |  |  |  |  |  |
|--|--|--|--|--|--|
| Description  | 5 Exceptional  | 4 Skilled  | 3 Proficient   | 2 Developing   | 1 Inadequate   |
| <p><b>Exposition:</b><br/>The text sets up a story by introducing the event/conflict, characters, and setting.</p>   | The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or complex characters.  | The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.   | The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.   | The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters. | The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters. |
| <p><b>Narrative Techniques and Development:</b><br/>The story is developed using dialogue, pacing, description, reflection and multiple plot lines.</p>      | The text demonstrates sophisticated narrative techniques—such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines—to develop experiences, events, and/or characters.   | The text demonstrates deliberate use of narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.   | The text uses narrative techniques, such as dialogue, description, reflection, to showing events, and/or experiences.  | The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.   | The text lacks narrative techniques and merely retells events and/or experiences.  |
| <p><b>Organization and Cohesion:</b><br/>The text follows a logical sequence of events.</p>  | The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a crafted tone and outcome. | The text creates a smooth progression of experiences or events using a variety of techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a clear tone and outcome. | The text creates a logical progression of experiences or events using some techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole. These techniques build toward a particular tone and outcome. | The text creates a sequence or progression of experiences or events. The text lacks an identifiable tone and/or outcome.   | The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events. The text lacks an identifiable tone and/or outcome.           |
| <p><b>Style and Conventions:</b><br/>The text uses sensory language and details to create a vivid picture of the events, setting, and characters.</p>        | The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.   | The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.  | The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  | The text uses words and phrases, telling details to convey experiences, events, settings, and/or characters.   | The text merely tells experiences, events, settings, and/or characters.  |
| <p><b>Conclusion:</b><br/>Conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.</p> | The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.  | The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   | The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  | The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.  | The text may provide a conclusion to the events of the narrative.  |

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