

Tennessee Writing Rubric

A 6 paper is OUTSTANDING. It demonstrates a high degree of proficiency in response to the assignment but may have a few minor errors. A+ (97-100)

An essay in this category:

- is well organized and coherently developed
- clearly explains or illustrates key ideas
- demonstrates syntactic variety
- clearly displays facility in the use of language
- is generally free from errors in mechanics, usage, and sentence structure

A 5 paper is STRONG. It demonstrates clear proficiency in response to the assignment and may have minor errors. A / A- (91 – 95)

An essay in this category:

- is generally well organized and coherently developed
- explains or illustrates key ideas
- demonstrates some syntactic variety
- displays facility in the use of language
- is generally free from errors in mechanics, usage, and sentence structure

A 4 paper is COMPETENT. It demonstrates proficiency in response to the assignment.

An essay in this category: B (81 – 90)

- is adequately organized and developed
- explains or illustrates some of the key ideas
- demonstrates adequate facility in the use of language
- may display some errors in mechanics, usage, or sentence structure

A 3 paper is LIMITED. It demonstrates some degree of proficiency in response to the assignment, but it is clearly flawed. C (72 – 80)

An essay in this category reveals one or more of the following weaknesses:

- inadequate organization or development
- inadequate explanation or illustration of key ideas
- limited or inappropriate word choice
- a pattern or accumulation of errors in mechanics, usage, or sentence structure

A 2 paper is FLAWED. It demonstrates limited proficiency in response to the assignment. D/F (50-71)

An essay in this category reveals one or more of the following weaknesses:

- weak organization or very little development
- little or no relevant detail
- serious errors in mechanics, usage, sentence structure, or word choice

A 1 paper is DEFICIENT. It demonstrates fundamental deficiencies in writing skills. F (0 – 49)

An essay in this category contains serious and persistent writing errors or is incoherent or is undeveloped.

SCORE OF 0

A 0 paper is reported accompanied by one of the following codes to indicate a paper could not be scored for one of the following reasons:

0-A - Blank or Refusal

0-B - Insufficient to score or Illegible

0-C - Off Topic

0-D - Written predominantly in another language

Comments:

Attribute	6	5	4	3	2	1	Points Earned	Comments
Ideas	The clear reasoning is very convincing and informative.	The essay has a clear opinion statement. Persuasive reasons support the opinion.	The opinion statement is clear, and most reasons support the opinion.	The opinion statement is clear. More persuasive reasons are needed.	The opinion statement is unclear. Persuasive reasons are needed.	An opinion statement, reasons, and details are needed.		
Organization	The organization presents a smooth flow of ideas from beginning to end.	The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.	The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.	The writing has a beginning, middle, and ending, but two of those parts are weak.	The beginning, middle, and ending run together.	The organization is unclear and confusing.		
Voice	The voice is confident, positive, and convincing.	The voice is confident and persuasive.	The voice is confident, but it needs to be more persuasive.	The voice needs to be more confident and persuasive.	The voice rambles on and lacks confidence.	The voice cannot be heard.		
Word Choice	Precise words create a clear message to engage and persuade the audience.	Precise words create a clear message and fit the purpose.	Accurate words create a message. More persuasive words are needed.	More precise and accurate words are needed to create a clear message.	The words do not create a clear message.	Word choice has not been considered.		
Sentence Fluency	The sentences flow smoothly, and the variety of sentences is enjoyable to read.	Variety is seen in both the types of sentences and their beginnings.	Varied sentence beginnings are used. Sentence variety would make the essay more interesting to read.	Varied sentence beginnings are needed. Sentence variety would make the essay more interesting.	Most of the sentences begin the same way. Most sentences are simple. Some compound and complex sentences are needed.	Sentence fluency has not been established. Ideas do not flow smoothly.		
Conventions	The grammar and punctuation are correct, and all the words are spelled correctly.	Grammar and punctuation errors are few and are not distracting.	Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.	Some errors cause confusion.	Frequent errors make the essay difficult to read.	Nearly every sentence contains errors.		