AC—Writing Rubric

Scoring Element	Not Yet (1)	Approaches Expectations (2)	Meets Expectations (3)	Advanced (4)
Focus	Struggles to address the stated purpose of the project with little or no connection to the enduring learning concepts.	Attempts to address the stated purpose of the project with some lapses in connecting to the project description and often loses sight of the enduring learning concepts.	Addresses the stated purpose of the project with consideration of the authentic role presented in the description and links it effectively to the enduring learning concepts.	Addresses the stated purpose of the project with consideration of the authentic role presented in the description. Keeps the enduring learning concepts important in the project as the focus.
Controlling Idea	Fails to establish a controlling idea/claim that is related to the project description or essential question.	Establishes a controlling idea/claim that is not clear at multiple points throughout the paper and fails to fully address the requirements of the project description and essential question.	Establishes a clear controlling idea/claim that is evident throughout the paper and fully addresses the requirements of the project description and essential question.	Establishes and maintains a strong and substantive controlling idea/claim throughout the paper that specifically and fully addresses the requirements of the project description and essential question.
Reading/Research	Presents opinions as fact without substantiation from any sources, or presents facts that are not relevant to the report.	Presents information that is sometimes not relevant to the project or uses limited sources and types of data, sometimes reflecting inaccuracy.	Presents and correctly cites information relevant to the project by integrating multiple sources and types of data. Acknowledges disagreements among sources.	Presents and correctly cites information relevant to the project by integrating multiple sources and types of data. Accurately addresses the credibility of and disagreements among sources.
Development	Struggles to indicate the report's purpose or significance. Unclear arguments and multiple missing components further cloud the overall development of the report.	Attempts to indicate the report's purpose or significance but lacks a component that would help establish the overall importance of the report.	Presents explanations of the significance of the report, justifies assumptions and data used, makes conclusions based on findings, and details the consequences of the information within the report.	Presents thorough and detailed explanations of the significance of the report, justifies assumptions and data used, makes conclusions based on findings, details the consequences of the information within the report, and identifies unanswered questions the report exposes.
Organization	Uses little organizational structure for the written product and omits specific requirements of the project description.	Uses an awkward organizational structure for the written product that does not address all the specific requirements of the project description.	Uses an organizational structure that addresses the specific requirements of the project description. Presents information with minor organizational issues that would not confuse a professional in the career field.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific project description. Presents information in a manner that is suited to a professional in the career field.
Conventions	Demonstrates an uneven command of standard English conventions and cohesion with multiple significant errors that make some passages unreadable.	Demonstrates an uneven command of standard English conventions and cohesion, sometimes using inappropriate tone and language for the report, with multiple errors that serve to disrupt the reader.	Demonstrates a command of standard English conventions and cohesion, using the appropriate tone and language for the report, with few errors that disrupt the reader.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, using the appropriate tone and language for the report, with no errors that disrupt the reader.
Content Understanding	Notes technical content in weak and flawed descriptions, often confuses vocabulary, and gives erroneous explanations of concepts. Makes no reference to their findings.	Notes technical content in descriptions but exhibits uneven use of vocabulary and makes errors in explanations, demonstrating limited understanding. Makes few references to their findings.	Presents accurate technical content with sufficient explanation that demonstrates understanding. Makes occasional use of essential vocabulary and some observations from their findings.	Integrates relevant and accurate technical content with thorough explanations that demonstrate in-depth understanding, using the essential vocabulary of the industry and observations from their findings.