

## [Woodruff's Modified] New Jersey Registered Holistic Scoring Rubric

	Inadequate Command/ Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1[F]/ 2 [F]	3 [F] [D]	- [dull] 4 [C] +	- 5 [B] +	- 6 [A] [fun] +
<b>Content &amp; Organization</b> Communicates intended message to intended audience <ul style="list-style-type: none"> <li>Opening and closing</li> <li>[purpose and execution]</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing [but may not address reader: <b>opening</b> mainly notes what will be covered, <b>conclusion</b> merely repeats material]</li> <li>[ok purpose, somewhat carried out; simple purpose carried out]</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing [both are appropriate and address an audience: <b>opening</b> identifies the audience, sets limits to topic, gives context for paper, states the thesis, may have a hook; <b>conclusion</b> connects to opening and ends paper]</li> <li>[very good purpose, not carried out; or ok purpose carried out]</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing [<b>opening</b> is creative, interesting, and maybe challenging; <b>conclusion</b> is conclusive, attentive to significance of paper]</li> <li>[challenging purpose and mainly carried out]</li> </ul>
<ul style="list-style-type: none"> <li>Relates to topic</li> <li>Focused</li> </ul> <ul style="list-style-type: none"> <li>[thesis, degree of difficulty]</li> <li>..[thesis missing]</li> </ul>	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus [unacceptably brief]</li> <li>[<b>thesis</b> misunderstands text, or is a question]</li> </ul>	<ul style="list-style-type: none"> <li>[No interest in topic]</li> <li>Usually has single <b>focus</b> [weak attempt: too brief, touches upon the obvious, mere summary]</li> <li>[unorganized]</li> <li>[undeveloped]</li> <li>[<b>thesis</b> not a claim of meaning, but what is found or is a sentence of process]</li> </ul>	<ul style="list-style-type: none"> <li>[little interest in topic]</li> <li>Single <b>focus</b> [but simplistic or generalized, or merely states what can be found]</li> <li>[disorganized]</li> <li>[underdeveloped, ignores contrary evidence]</li> <li>[<b>thesis</b> interprets effect or meaning adequately; verbs of action]</li> </ul>	<ul style="list-style-type: none"> <li>[connected to topic]</li> <li>Single <b>focus</b> [but too narrow or broad, or not thought through]</li> <li>Sense of unity and coherence</li> <li>Key ideas developed [attempts to deal with contrary evidence]</li> <li>[<b>thesis</b> interprets effect or meaning reasonably; verbs of action explaining cause and effect]</li> </ul>	<ul style="list-style-type: none"> <li>[Connected and invested in topic]</li> <li>Single, distinct [subtle] <b>focus</b></li> <li>Unified and coherent [with attention to levels of meaning]</li> <li>Well-developed [nuanced and well-balanced, dealing with contrary evidence and other interpretations]</li> <li>[<b>thesis</b> is interesting, sophisticated creative claim of meaning or significance]</li> </ul>
<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Transitions</li> <li>[topic sentences]</li> </ul>	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization [poorly arranged]</li> <li>May lack some <b>transitions</b> between ideas</li> <li>[inconsistent use of <b>topic sentences</b>; or misconstrues text or concepts; or may only summarize the plot, offering plot instead of analysis]</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected [disorganized]</li> <li><b>Transition</b> evident [¶ ends with topic sentence]</li> <li>[<b>topic sentences</b> about what is found, or deals with summary, or points out an example; may not be tied to thesis; mechanical]</li> <li>[no compositional risks; seeks to avoid errors; plain]</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent [<b>transitions</b> guide the audience]</li> <li>[<b>t.s.</b> about meaning—significance of element, interpretation, theme, image, effect, or character—and implies thesis; analysis of kinds]</li> <li>Attempts <b>compositional risks</b> [such as simile, metaphor, dialogue, personification, rhetorical question]</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas [compellingly and entertainingly arranged]</li> <li>Fluent, cohesive [deft <b>transitions</b>]</li> <li>[<b>t.s.</b> about meaning and develops or addresses the scope of the thesis; integrates kinds of points; engaging]</li> <li><b>Compositional risks</b> successful [and in addition, is attentive to alliteration and devices of sound, motifs, hyperbole, litotes, irony]</li> </ul>
<ul style="list-style-type: none"> <li>Appropriate details and information [and explanations]</li> <li>[quotations and references to text]</li> <li>[use of course materials]</li> </ul>	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper [collection of haphazard notes]</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious <b>details</b></li> <li>Several unelaborated details [summary instead of <b>explanation</b>, process not removed]</li> <li>[no <b>quotations</b>, few or mistaken text <b>references</b>]</li> <li>[ignores <b>course material</b> and contrary evidence]</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of <b>details</b> [simplistic grasp of text from a summary; biased <b>explanations</b>, not developed, cherry picks evidence]</li> <li>[unintegrated <b>quotations</b>, generalized text <b>references</b>]</li> <li>[little use of <b>course material</b> though relevant]</li> </ul>	<ul style="list-style-type: none"> <li><b>Details</b> appropriate and varied [reasonable <b>explanations</b>, simple but developed, though may not be evenly supported; deals with contrary data]</li> <li>[helpful <b>quotations</b>, good specific textual <b>references</b>]</li> <li>[selective use of <b>course material</b>]</li> </ul>	<ul style="list-style-type: none"> <li><b>Details</b> effective, vivid, explicit, and/or pertinent [significant, perceptive <b>explanations</b>, evenly developed and supported; masters all evidence]</li> <li>[aptly integrated <b>quotations</b> and specific textual and factual <b>references</b>]</li> <li>[aptly integrates <b>course material</b>]</li> </ul>

Score	1[F]/ 2 [F]	3 [F] [D]	- dull 4 [C] plain clean +	- creative 5 [B] attempts risks +	- successful 6 [A] [un +
<b>Usage</b> <ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject-verb agreement</li> <li>• Pronoun usage/ agreement</li> <li>• Word choice/ meaning [diction]</li> <li>• Proper modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• No apparent control</li> <li>• Severe/ numerous errors</li> <li>• Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>• Errors/ patterns of errors may be evident [interfere with meaning]</li> <li>• [lack of agreement destroys meaning]</li> <li>• [poor or clumsy expressions; relies on clichés and colloquialisms; thesauritis]</li> </ul>	<ul style="list-style-type: none"> <li>• Some errors that do not interfere with meaning</li> <li>• [<b>agreement</b> distracting: he/she, they, one]</li> <li>• [serviceable <b>diction</b> but uninspiring; uses <b>clichés</b> and <b>colloquialisms</b>: “truly” “really”]</li> <li>• [few modifiers]</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors</li> <li>• [avoids subject-verb and pronoun <b>agreement</b> clumsiness]</li> <li>• [effective <b>diction</b>; eschews clichés and colloquialisms; attempts originality]</li> <li>• [effective modifiers]</li> <li>• [voiceless control of language]</li> </ul>	<ul style="list-style-type: none"> <li>• Very few, if any, errors</li> <li>• [handles <b>agreement</b> with elegance]</li> <li>• [interesting and apt <b>diction</b>]</li> <li>• [apt and inventive modifiers]</li> <li>• [consistent and nuanced control of language]</li> </ul>
<b>Sentence Construction</b> <ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>• Assortment of incomplete and/or incorrect sentences</li> <li>• Excessive monotony/ same structure</li> <li>• Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>• Little variety in syntax [fails to use subordination and coordination: “and”]</li> <li>• Some errors [that interfere with meaning; <b>fragments</b>; comma splices]</li> </ul>	<ul style="list-style-type: none"> <li>• [little <b>variety in syntax</b>; attempts at subordination and coordination result in monotony; few relative pronoun clauses; little attention to concision]</li> <li>• [no <b>stylistic inventiveness</b>]</li> <li>• Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• [<b>varied syntax</b> and types and lengths of sentences, including attempts at <b>concision</b>]</li> <li>• [attempts <b>stylistic inventiveness</b>: sentence openers, antithesis, parallelism, repetition, use of dashes]</li> <li>• Few errors</li> </ul>	<ul style="list-style-type: none"> <li>• [<b>varied syntax</b> is entertaining and attentive to <b>rhythm</b>; sentence types and lengths <b>facilitate meaning</b>; <b>concision</b> amplifies effects and meaning]</li> <li>• [<b>stylistically inventive</b>: uses inversion, apposition, climax]</li> <li>• Very few, if any, errors</li> </ul>
<b>[Voice]</b> <ul style="list-style-type: none"> <li>• [Tone]</li> </ul>	<ul style="list-style-type: none"> <li>• [no voice or inappropriate]</li> <li>• [no voice]</li> </ul>	<ul style="list-style-type: none"> <li>• [inappropriately informal voice, <b>misuses “I”</b>]</li> <li>• [no control of tone]</li> </ul>	<ul style="list-style-type: none"> <li>• [fake formal voice; boring]</li> <li>• [cliché <b>tone</b>, unoriginal; no tone]</li> </ul>	<ul style="list-style-type: none"> <li>• [moments of voice]</li> <li>• [interesting <b>tone</b>, but not always fitting; extreme tone mars content]</li> </ul>	<ul style="list-style-type: none"> <li>• [has strong, consistent voice]</li> <li>• [<b>tone</b> facilitates meaning]</li> </ul>
<b>Mechanics</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• [MLA manuscript format, quotation conventions, and citation guidelines]</li> </ul>	<ul style="list-style-type: none"> <li>• Errors so severe they detract from meaning</li> <li>• Numerous serious errors</li> <li>• [does not use MLA format, conventions, or guidelines]</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of errors evident [and distracting: basic errors: titling, punctuation capitalization, with quotes, margins, paragraphing, line spacing; no MLA quotation or citation form]</li> <li>• [incorrect MLA manuscript format: margins, paragraphing, line spacing; no MLA quotation or citation form]</li> <li>• [1<sup>st</sup> paragraph has typos and errors in mechanics]</li> </ul>	<ul style="list-style-type: none"> <li>• No consistent pattern of errors</li> <li>• Some errors that do not interfere with meaning</li> <li>• [only uses simple punctuation]</li> <li>• [correctly uses <b>MLA manuscript format</b>; uses <b>quotation</b> and <b>citation</b> conventions]</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors</li> <li>• [some success in using semi-colons, colons, dashes, and parens]</li> <li>• [correctly uses <b>MLA quotation conventions</b>; correctly uses <b>MLA citation</b> guidelines]</li> <li>• [some control over <b>all elements of composition</b>]</li> </ul>	<ul style="list-style-type: none"> <li>• Very few, if any, errors</li> <li>• [apt and effective use of semi-colons, colons, dashes, and parentheses]</li> <li>• [deftly uses MLA quotation and citation conventions]</li> <li>• [consistent and effective control over <b>all elements of composition</b>]</li> </ul>
<b>[Writing Process]</b> <ul style="list-style-type: none"> <li>• <b>peer responses</b></li> <li>• <b>deadlines</b></li> <li>• <b>[Page length]</b></li> </ul>	<ul style="list-style-type: none"> <li>• [no writing process; no attempt to meet deadlines]</li> <li>• [no clear writing process; misses deadlines]</li> </ul>	<ul style="list-style-type: none"> <li>• [poor use of writing process; some missed deadlines; late paper]</li> <li>• [2 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• [meets required use of writing process]</li> <li>• [has <b>peer responses</b>]</li> <li>• [may miss deadlines, but no final draft deadlines]</li> <li>• [3 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• [attempts to personalize writing process]</li> <li>• [some use of <b>peer responses</b>]</li> <li>• [no missed deadlines]</li> <li>• [4 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• [personalizes writing process]</li> <li>• [insightful use of <b>peer responses</b>; seeks specific responses]</li> <li>• [proactively handles deadlines]</li> <li>• [5 pages]</li> </ul>