



Writing Sample Holistic Scoring Rubric

Student Name:

ID:

Scorer Name:

CATEGORY	SUPERIOR (3 points each)	EXCELLENT (2 points each)	PROFICIENT (1 point each)	NOT PROFICIENT (0 points)	Score
Written Expression	The student response is effectively developed with narrative elements and is consistently appropriate to the task.	The student response is mostly effectively developed with narrative elements and is mostly appropriate to the task.	The student response is developed with some narrative elements and is somewhat appropriate to the task.	The student response is minimally developed with few narrative elements and is limited in its appropriateness to the task.	
Clarity	The student demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas.	The student demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer’s progression of ideas.	The student demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious.	The student demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear.	
Style	The student establishes and maintains an effective style, attending to the norms and conventions of the discipline.	The student establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	The student has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	The student has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	
Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.	
Adapted from the PARCC Expanded Scoring Rubric for Analytic and Narrative Writing					Total Score =