

## Interdisciplinary Writing Rubric

Each score category contains a range of student responses that reflect the descriptions given below.

### Score Point 6

The response demonstrates:

- a clear, thoughtful, and persuasive position; keen awareness of audience is shown
- a richly supported position with information from both of the source materials
- very well-developed supporting ideas; information is accurate and relevant
- a unified and focused response that contains one or more clear controlling ideas; organization and control are sustained throughout
- clearly and effectively developed ideas; writing is fluent and polished with effective transitions

### Score Point 5

The response demonstrates:

- a clear and persuasive position; awareness of audience is shown
- a well-supported position, typically using information from both of the source materials
- generally well-developed supporting ideas; information is accurate and relevant
- a well-organized response that contains one or more controlling ideas; digressions are rare
- mostly clearly expressed ideas; writing is generally fluent, with some use of transitions

### Score Point 4

The response demonstrates:

- a developed position; some awareness of audience is shown, but persuasiveness may be lacking
- adequate support, but may not use information from both of the source materials
- adequately but not thoroughly developed supporting ideas; some information may be inaccurate or irrelevant
- adequately organized response with at least one controlling idea; digressions, if present, are not disruptive
- mostly clear and understandable ideas, but fluency and transitions may be lacking

### Score Point 3

The response demonstrates:

- a position, but the position may not be clearly developed; some awareness of audience may be shown
- limited support, but may not use information from both of the source materials
- few and/or only somewhat developed supporting ideas; some information may be inaccurate or irrelevant
- a somewhat organized response, but there may digressions or abrupt shifts that interfere with meaning
- some ideas that may not be clearly expressed; fluency and transitions may be lacking

### Score Point 2

The response demonstrates:

- a possible position that addresses the problem; little or no audience awareness is shown
- a response that contains only superficial support and/or may use information from only one of the source materials
- possible poorly developed and/or illogical or inconsistent supporting ideas; information may be inaccurate/irrelevant
- a possible lack of focus and controlling idea; digressions and/or abrupt shifts in the response may interfere with meaning
- some ideas that may be difficult to understand; fluency and transitions are lacking

### Score Point 1

The response demonstrates:

- a possible position that addresses the problem; little or no awareness of audience is shown
- little or no support from the source materials, OR the support provided is copied verbatim
- emotional, inaccurate, irrelevant support, OR shows serious misunderstanding
- a lack of focus and controlling idea; little or no organization is present, frequent digressions and/or abrupt shifts in the response interfere with meaning
- many ideas that are difficult to understand; fluency and transitions are lacking