**Strategic Thinking & Reasoning Writing Rubric: Understand**

Using Rubric: Start in the score 3 column. Put an X through any statements where no evidence is present. Underline any statements with some/weak evidence. Circle any statements with strong evidence. Move left to the column for a score of 2 and 1 as needed.

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| **Mechanics** | **1** | **2** | **3** |
| **As I read the response it is clear that editing is not under control yet. It would take a first reading to decode and a second reading to get the message.*** Lacks topic sentence and/or supporting details.
* Spelling errors are common, even simple words.
* Capital letters are used incorrectly or not at all.
* Punctuation is very limited and makes reading difficult.
* Frequent grammatical errors.
* No use of academic vocabulary.
 | **As I read the response a number of errors interfere with understanding the response.*** Not a complete paragraph because topic is unclear and/or details are unexplained.
* Spelling is correct on simple words, but may not be right on harder words.
* Most sentences and proper nouns begin with capitals, but a few have been over looked.
* Problems in punctuation make reading difficult and several grammar problems are evident.
* Attempts to use academic vocabulary.
 | **As I read the response there are very few errors.*** Complete paragraph with a clear topic sentence and explained supporting details.
* Spelling and use of capitals is accurate.
* End punctuation, commas, and quotation marks are in the right places.
* Grammar is consistent and shows control.
* Uses academic vocabulary in appropriate and meaningful ways.
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| **Understand** | * Does not make connections or use supporting evidence (quote, example, text reference, data) in response.
* Unclear purpose, focus, & audience.
 | * Explains, generalizes, or connects ideas but does not use supporting evidence (quote, example, text reference, data).
* Specific in at least one of the following: purpose, focus & audience.
 | * Explains, generalizes, or connects ideas using supporting evidence (quote, example, text reference, data).
* Specific in purpose, focus, & awareness of audience.
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| Humanities | **Examples may include:**1. Does not identify or make reference to theme/main idea.
2. Does not describe how word choice, point of view, or bias may affect the readers’ interpretation of a text.
 | **Examples may include:**1. Attempts to identify or make reference to theme/main idea.
2. Attempts to describe how word choice, point of view, or bias may affect the readers’ interpretation of a text.
 | **Examples may include:**1. Identifies or makes reference to theme/main idea.
2. Describes how word choice, point of view, or bias may affect the readers’ interpretation of a text.
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| Technical | 1. Did not make and justify conjectures/claims or use concepts to solve non-routine problems.
2. Does not identify when more than one response/ solution is possible.
3. Did not attempt to explain phenomena in terms of concepts.
 | 1. Makes and justifies conjectures/ claims, but with errors in thinking.
2. Incorrectly applies concepts to solve non-routine problems
3. Identifies that more than one response/solution is possible, but did not explain thinking.
4. Explains phenomena in terms of concepts, but lacked vocabulary.
 | 1. Makes and justifies conjectures/claims.
2. Uses concepts to solve non-routine problems.
3. Explains thinking when more than one response/solution is possible.
4. Explains phenomena in terms of concepts with subject specific vocabulary.
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Using the scoring marks in the rubric above, my score on this response is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (score 0-3)

**Student Self-Reflection:**

Some things I did well when writing this response included

Some things I need to keep in mind to improve my score next time I write a response include