**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. |
| 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. |
| 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. |

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