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| **VCCS Writing Sample Rubric** | **6** | **5** | **4** | **3** | **2** | **1** |
|  | **clear & consistent competence** | **reasonably consistent competence** | **adequate competence** | **developing competence** | **inadequate competence** | **incompetence** |
| **Focus** | clearly-stated purpose that addresses the writing task in a thoughtful way | effectively addresses the writing task and shows depth | addresses the writing task but may lack complexity | inconsistent sense of purpose; loose relation to writing task | confused sense of purpose; no evidence of connection to writing task | absence of any purpose or relation to writing task |
| **Organization** | well-organized content, with effective transitions; effective beginning and ending paragraphs | generally well-organized with appropriate transitions and relevant beginning and ending | some signs of logical organization with beginning, middle and end & transitions between | inadequate organization; may have abrupt or illogical shifts & ineffective flow of ideas | confused organization; no transitions; beginning and ending do not relate to content | no evidence of an organizational plan or intent to develop |
| **Content** | substantial, logical and concrete development of ideas; effective use of paragraph structure | adequately and thoughtfully developed content with specific details or examples | partially developed content with some details or examples and appropriate paragraphing | incomplete development of content; may be vague,  simplistic, or stereotypical | superficial development; inadequate, inappropriate or redundant details; inadequate paragraphing | weak ideas, with no supporting details and inappropriate conclusion |
| **Style** | appropriate and precise word choice; language and sentence structure are alive, mature, and varied | facility with language; mature range of vocabulary and control of sentence-level style | adequate language use, with some imprecise word choice; some sentence variety | inappropriate, imprecise or inadequate language; limited sentence variety | inadequate and simplistic language, with no variety and errors in word choice | no control over word choice; excessive errors in meaning |
| **Conventions** | few mechanical and usage errors; evidence of superior control of diction | some mechanical, proofreading or usage errors | mechanical and usage errors that do not interfere with meaning | repeated weaknesses in mechanics and usage; pattern of flaws | mechanical and usage errors that interfere with writer’s purpose | mechanical and usage errors so severe that writer’s ideas are hidden |