

ACADEMIC EXPECTATIONS

**The Foxborough High School student is able to:
Write Using Standard English for a Variety of Purposes - Open Response Rubric**

Category	<u>4</u> <i>Advanced</i>	<u>3</u> <i>Proficient</i>	<u>2</u> <i>Needs Improvement</i>	<u>1</u> <i>Failure to Meet Requirements</i>
Organization Introduction Body Conclusion Transitions	<ul style="list-style-type: none"> • Introductory statement is sophisticated. • Body of supporting material is extensive and detailed. • Conclusion is concise. • Transitions are smooth. 	<ul style="list-style-type: none"> • Introductory statement is effective. • Body of supporting material is appropriate and detailed. • Conclusion is concise. • Transitions are usually smooth. 	<ul style="list-style-type: none"> • Introductory statement is adequate. • Body of supporting material is acceptable. • Conclusion is acceptable. • Transitions are suitable. 	<ul style="list-style-type: none"> • Introductory statement is limited. • Body of supporting material is minimal. • Conclusion is limited • Transitions rarely used.
Quality of Information Main Idea Content	<ul style="list-style-type: none"> • Sophisticated focus, thesis, or hypothesis that frames a relevant argument. • Writer demonstrates exemplary understanding of the task. • Sophisticated examples used to support answer to question. 	<ul style="list-style-type: none"> • Appropriate focus, thesis, or hypothesis that frames a relevant argument. • Writer demonstrates significant understanding of the task. • Effective examples used to support answer to question. 	<ul style="list-style-type: none"> • Suitable focus, thesis, or hypothesis that frames an argument. • Writer demonstrates adequate understanding of the task. • Suitable examples used to support answer to question. 	<ul style="list-style-type: none"> • Limited focus, thesis, or hypothesis that partially/incorrectly frames an argument. • Writer demonstrates minimal understanding of the task. • Limited/incorrect examples used to support answer to question.
Language Accurate vocabulary Appropriate word choice	<ul style="list-style-type: none"> • Extensive use of relevant vocabulary. • Extensive variation in appropriate word choice. 	<ul style="list-style-type: none"> • Substantial use of relevant vocabulary. • Significant variation in appropriate word choice. 	<ul style="list-style-type: none"> • Acceptable use of relevant vocabulary. • Adequate variation in appropriate word choice. 	<ul style="list-style-type: none"> • Vocabulary not relevant. • Limited variation and /or inappropriate word choice.
Mechanics	<ul style="list-style-type: none"> • Outstanding control of standard writing conventions (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> • Commendable control of standard writing conventions (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> • Adequate control of standard writing conventions (spelling, capitalization, punctuation and grammar). 	<ul style="list-style-type: none"> • Limited control of standard writing conventions (spelling, capitalization, punctuation and grammar).