An FHS Writer

The FHS Writer Rubric is closely aligned to the College and Career Readiness Anchor Standards for Writing (CCR.W) as included in the Massachusetts Curriculum Frameworks and Common Core State Standards in support of shared literacy instruction. The language of the grade 11-12 standards is directly represented in the "Advanced Level" performance descriptors. The language of the grade 9-10 standards is directly represented in the "Proficient Level" performance descriptors. Modifications of this language appear in the "Needs Improvement Level" performance descriptors.

	ADVANCED LEVEL *an FHS writer consistently…*	PROFICIENT LEVEL *an FHS writer frequently…*	NEEDS IMPROVEMENT LEVEL *an FHS writer generally…*
UNITY, COHERENCE & FULL DEVELOPMENT	• writes thesis statements that are appropriate, complex, analytical, engaging • writes paragraphs and multi-paragraph essays that demonstrate synthesis and audience awareness, as well as unity, coherence and full development • uses appropriate textual evidence • cites textual evidence appropriately • includes less obvious or increasingly abstract evidence	• writes thesis statements that clearly reflect the assignment • writes paragraphs and multi-paragraph essays that include unity, coherence, and full development • cites textual evidence • includes relevant, accurate information/historical documentation • seeks less concrete or less obvious choices	• writes thesis statements that are simple and/or indirectly related to the assignment • writes paragraphs or multi-paragraph essays which lack unity, coherence, and/or full development • cites textual evidence that is concrete • cites obvious or irrelevant evidence
TEXT TYPES & PURPOSES ***Text Types include, but are not limited to,*** ✓ narrative ✓ literary analysis ✓ research paper/ presentation ✓ resume ✓ lab report ✓ in-class lecture notes	• adjusts styles for purposes of assignment • writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence CCR.W.1 • provides a concluding statement or section that follows from and supports the argument presented CCR.W.1 • writes informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content CCR.W.2 • affords attention to formatting, use of graphics and multimedia to aid comprehension CCR.W.2 • establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline CCR.W.2 • writes narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences CCR.W.3 • uses previous knowledge to identify complex, subtle, or abstract comparisons and contrasts	• gears writing to assignment • writes arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence CCR.W.1 • provides a concluding statement or section that follows from and supports the argument presented CCR.W.1 • writes informative/explanatory texts to examine and convey complex ideas clearly and accurately through effective organization and analysis of content CCR.W.2 • affords attention to formatting, use of graphics and multimedia to aid comprehension CCR.W.2 • establishes and maintains a formal style and objective tone CCR.W.2 • writes narratives to develop real or imagined experiences using effective technique, well-chosen details, and structure CCR.W.3 • writes about similarities and differences, in such areas as plot, character, conflict, data, perspective, theme, style, and audience	• lacks insight into the type of writing assigned • writes arguments to support claims in an analysis of topics or texts, using relevant evidence CCR.W.1 • provides a concluding statement or section that follows from and supports the argument presented CCR.W.1 • writes informative/explanatory texts to examine and convey essential ideas through the effective selection, organization, and analysis of content CCR.W.2 • affords limited attention to formatting or substitutes use of graphics and multimedia to aid comprehension CCR.W.2 • establishes and maintains a formal style and objective tone with some assistance CCR.W.2 • writes narratives to develop real or imagined experiences using appropriate technique, details, and structure CCR.W.3 • with assistance, can make connections among concrete examples, situations, assignments
PRODUCTION, REVISION & DISTRIBUTION OF WRITING	• demonstrates extensive planning when developing a written assignment • produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience CCR.W.4 • develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience CCR.W.5 • uses technology, including the Internet, to produce, publish and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically CCR.W.6 • demonstrates mastery of the mechanics of the English language	• shows evidence of planning for pre-writing; may include notes, outlines, webs, graphic organizers, index cards, drafts • produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience CCR.W.4 • develops and strengthens writing as needed by planning, revising, editing, and rewriting CCR.W.5 • uses technology to produce, publish and update writing products in response to ongoing feedback, including new arguments or information CCR.W.6 • writes with few errors in grammar, usage, and mechanics relative to length of assignment	• shows minimal evidence of planning, note taking, or pre-writing • produces coherent writing in which the development and organization are increasingly appropriate to task, purpose, and audience CCR.W.4 • seeks support and/or clarification to develop writing through planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience CCR.W.5 • uses technology to produce, publish and update writing products CCR.W.6 • writes with many errors in grammar, usage, and mechanics relative to length of assignment
RANGE OF WRITING	writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences CCR.W.10	writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences CCR.W.10	experiences delays and gaps that interrupt writing routine