**A.C.E.S. + C Writing Rubric – Essay**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **1** | **2** | **3** | **4** | **SCORE** |
| **Answer the Question** | The question is not restated.  There is no answer or the answer has nothing to do with the question. | There is an attempt to restate or the question is restated partially, but it’s not clear.  The answer is partially correct, incomplete, or student does not formulate a clear argument. | The question is clearly restated.  The question is answered fully and correctly, showing that the writer has attempted to formulate a clear argument. | The question is clearly restated.  The question is answered correctly and with sophistication and deep understanding. Argument is clear and convincing. |  |
| **Cite Evidence** | There is no context to support a deeper historical understanding of the topic.  There is no evidence to support the answer. | There is limited contextual information that does little to make connections between the argument and the context.  Only piece of good evidence is provided or multiple pieces of evidence are provided but to not support the answer in each paragraph. | Two or more pieces of evidence are provided, are relevant to the question and support the answer in each paragraph.  There is simplistic or generalized statements about the context of the research question and few connections between the argument and the context. | Two or more pieces of insightful evidence are provided and exceed a basic level of support in each paragraph.  There is significant contextual information that explains the connections between the research question and the larger context. |  |
| **Explain** | No attempts to explain how the evidence answers the question have been made. | The attempts to explain how the evidence answers the question are unclear or insufficient.  The explanation offers a simplistic evaluation of the evidence. | The explanation of the evidence is clear and sufficient.  The explanation offers an evaluation of the evidence that is partially supported by the evidence. | The explanation of the evidence is insightful and sophisticated.  The explanation offers an evaluation of the evidence that considers objections, limitations, and implications. |  |
| **Summarize** | No attempts to summarize the information have been made. | The summary is unclear or insufficient.  The summary does not provide commentary about connections between evidence or offers general commentary. | The summary is clear and sufficient.  The summary provides limited commentary about connections between evidence. | The summary is clear and insightful.  The summary provides commentary that interprets evidence and connects it to the argument. |  |
| **Conventions** | Many grammatical errors exist.  Citations are missing for evidence. | No more than 5 errors exist in grammar, syntax or punctuation.    There are no more than two citations missing. | There are no more than 2 errors in spelling, grammar, punctuation and capitalization.  There is no more than one citation missing. | No grammatical errors exist.  No citations are missing. |  |
| **Teacher Comments:** |  |  |  | **TOTAL** |  |
|  |  |  |  | **Level of Mastery:** | Mastery  Near Mastery  Remediation |

**A.C.E.S. + C Writing Rubric – Peer Review**

**Name of Person being Evaluated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Person Evaluating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** | **SCORE** |
| **Answer the Question** | The question is not restated.  There is no answer or the answer has nothing to do with the question. | There is an attempt to restate or the question is restated partially, but it’s not clear.  The answer is partially correct, incomplete, or student does not formulate a clear argument. | The question is clearly restated.  The question is answered fully and correctly, showing that the writer has attempted to formulate a clear argument. | The question is clearly restated.  The question is answered correctly and with sophistication and deep understanding. Argument is clear and convincing. |  |
| **Cite Evidence** | There is no context to support a deeper historical understanding of the topic.  There is no evidence to support the answer. | There is limited contextual information that does little to make connections between the argument and the context.  Only piece of good evidence is provided or multiple pieces of evidence are provided but to not support the answer in each paragraph. | Two or more pieces of evidence are provided, are relevant to the question and support the answer in each paragraph.  There is simplistic or generalized statements about the context of the research question and few connections between the argument and the context. | Two or more pieces of insightful evidence are provided and exceed a basic level of support in each paragraph.  There is significant contextual information that explains the connections between the research question and the larger context. |  |
| **Explain** | No attempts to explain how the evidence answers the question have been made. | The attempts to explain how the evidence answers the question are unclear or insufficient.  The explanation offers a simplistic evaluation of the evidence. | The explanation of the evidence is clear and sufficient.  The explanation offers an evaluation of the evidence that is partially supported by the evidence. | The explanation of the evidence is insightful and sophisticated.  The explanation offers an evaluation of the evidence that considers objections, limitations, and implications. |  |
| **Summarize** | No attempts to summarize the information have been made. | The summary is unclear or insufficient.  The summary does not provide commentary about connections between evidence or offers general commentary. | The summary is clear and sufficient.  The summary provides limited commentary about connections between evidence. | The summary is clear and insightful.  The summary provides commentary that interprets evidence and connects it to the argument. |  |
| **Conventions** | Many grammatical errors exist.  Citations are missing for evidence. | No more than 5 errors exist in grammar, syntax or punctuation.    There are no more than two citations missing. | There are no more than 2 errors in spelling, grammar, punctuation and capitalization.  There is no more than one citation missing. | No grammatical errors exist.  No citations are missing. |  |
|  |  | **The part I liked best was** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **You need to work the most on… (circle one)**  Answering the Question Cite Evidence Explain Evidence  Summarize Conventions |  | **TOTAL** |  |

**Other feedback:**

**A.C.E.S. + C Writing Rubric – Constructed Response**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_ Assignment: \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **.5** | **1** | **1.5** | **2** | **SCORE** |
| **Answer the Question** | The question is not restated or sentence begins with “because,” “so,” or “that.”  There is no answer or the answer has nothing to do with the question. | There is an attempt to restate or the question is restated partially, but it’s not clear.  The answer is partly correct, incomplete, or student does not show a clear understanding of how to respond. | The question is clearly restated.  The question is answered fully and correctly, showing that the writer is aware of what kind of question it is and how to properly respond to it. | The question is clearly restated.  The question is answered correctly and shows deep understanding. |  |
| **Cite Evidence** | There is no evidence to support the answer. | Only one piece of good evidence is provided, or multiple pieces of evidence are provided but to not support the answer. | Two or more pieces of evidence are provided, are relevant to the question and support the answer. | Two or more pieces of insightful evidence are provided and exceed a basic level of support. |  |
| **Explain** | No attempts to explain how the evidence answers the question have been made. | The attempts to explain how the evidence answers the question are unclear or insufficient. | The explanation of the evidence is clear and sufficient. | The explanation of the evidence is insightful and adds to understanding of the answer. |  |
| **Summarize** | No attempts to summarize the information have been made.  Restatement has nothing to do with the answer. | There is an attempt to restate the answer but it is partial or unclear.  The summary is unclear or insufficient. | The summary clearly restates the answer.  The summary is clear and sufficient. | The summary clearly restates the answer.  The summary is clear and insightful. |  |
| **Conventions** | Many grammatical or spelling errors exist. | No more than 5 errors exist in grammar or spelling. | There are no more than 2 errors in spelling, grammar, punctuation and capitalization. | No grammatical or spelling errors exist. |  |
| **Teacher Comments:** |  |  |  | **TOTAL** |  |
|  |  |  |  | **Level of Mastery:** | Mastery  Near Mastery  Remediation |