

## ISASP Writing Grade 11 Practice Test Constructed Response Rubric

|          | Prompt Task  | Development   | Organization  | Language Use  |
|----------|--|---|---|---|
| <b>5</b> | Provides a thoughtful context for the issue. Takes a precise, knowledgeable position. Addresses both strengths and limitations of the writer’s own viewpoint and/or of alternative viewpoint(s) without weakening position. Successfully uses ample relevant evidence from provided texts to support ideas. Anticipates audience’s knowledge and concerns about the issue. | Develops claim(s) by providing several thoughtful supporting ideas with complete explanation. Effectively explains ideas using ample specific, relevant, and somewhat elaborated reasons, examples, and/or details.   | Has a clear, well-developed introduction. Provides a logical concluding statement or section. Uses clear and appropriate paragraphing within a coherent whole. Demonstrates clear logical sequencing throughout the argument to indicate connections between ideas. Consistently uses effective and varied transitions and syntax to link sections of text and enhance coherence. | Uses precise and varied word choice. Effectively varies sentence length and complexity. Establishes and maintains an objective tone and a style appropriate for the designated audience and purpose throughout the argument.  |
| <b>4</b> | Writer’s position on the issue is clear. Offers limited discussion of strengths and limitations of writer’s own viewpoint and/or alternative viewpoint(s) without weakening position. Appropriately uses some evidence from provided texts to support ideas.   | Develops claim(s) by providing several supporting ideas with adequate explanation. Explanation of ideas includes some specific and relevant reasons, examples, and/or details.  | Has a clear, somewhat developed introduction. Provides a clear concluding statement or section. Uses appropriate paragraphing. Demonstrates some evidence of logical sequencing of ideas. Consistently uses appropriate transitions within and between sections of text.  | Uses mostly specific and somewhat varied word choice. Demonstrates adequate control of sentences with some variety in length and structure. Establishes an objective tone and a style appropriate for the designated audience and purpose and maintains them through most of the argument.                    |
| <b>3</b> | Writer’s position on the issue can be understood from the response as a whole. Acknowledges alternative viewpoint(s) without weakening position. Evidence from provided texts is used but is limited, overused, or misrepresented.   | Develops claim(s) by providing a few supporting ideas with limited or uneven explanation. Explanation of ideas includes few or only general reasons, examples, and/or details, and a few reasons, examples, and/or details may be repetitious or may not be clearly relevant. | Provides a basic introduction and basic concluding statement or section. Generally groups related ideas together in paragraphs but the relationship among ideas may at times be unclear. Demonstrates a little logical sequencing of ideas, though parts of the argument may seem out of place. Sometimes uses transitions within and between sections of text.                   | Uses general word choice. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences. Demonstrates some understanding of an objective tone and a style appropriate for designated audience and purpose but fails to maintain them throughout the argument. |

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| <b>2</b> | <p>Writer’s position on the issue changes within the response or is otherwise confusing. Any reference to alternative viewpoint(s) weakens writer’s position. Attempts to use evidence from provided texts are unsuccessful (text sections are lifted exactly, misunderstood, or not relevant to the ideas they are used in support of).</p> | <p>Develops claim(s) by providing a few supporting ideas but explanation is minimal and/or superficial, and parts may be repetitious or not relevant.</p>                                   | <p>Has minimal evidence of an introduction and/or a concluding statement or section. Groups a few related ideas together within the response but overall demonstrates weak paragraphing skills. No sequencing of ideas is demonstrated. Use of transitions is not controlled and may cause confusion.</p> | <p>Demonstrates simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences. Demonstrates limited understanding of objective tone or a style appropriate for designated audience and purpose; tone and/or style is somewhat distracting.</p> |
| <b>1</b> | <p>Writer does not take a position on the issue. Any reference to alternative viewpoint(s) creates confusion about writer’s position. No attempt is made to use evidence from provided texts to support ideas.</p>   | <p>Provides a few ideas but lacks explanation of ideas, only repeats ideas, or most ideas are not relevant. May demonstrate a lack of understanding of the purpose of argument writing.</p> | <p>Lacks an introduction and a concluding statement or section. Demonstrates no understanding of paragraphing (or response may be too short to assess). No sequencing of ideas is demonstrated. Transitions are not used.</p>   | <p>Uses awkward, incorrect, and/or confusing word choice and sentence structure. Fails to achieve an objective tone and/or a style appropriate for the designated audience and purpose; tone or style is distracting.</p>   |