



Student Code: _____

The Quill – Rubric

Instructions: Put a Y (yes), S (somewhat), or N (no) beside each indicator. Use these guidelines to rate the composition from a 1 (low) to a 10 (high) in each category (A - E). Use only whole numbers.

A. Focus:

- ___ 1. Writer demonstrates an effective awareness of audience and focus on the composition's purpose.
- ___ 2. The composition's main idea, theme, or unifying point is clearly defined.
- ___ 3. The writer demonstrates a clear understanding of the task and the resources used to develop the main idea or thesis.
- ___ 4. The writer's focus is clear throughout.

(Rating 1-10) _____

B. Organization:

- ___ 1. The composition has a clear structure or plan of development (beginning, middle, and end), creating unity and completeness.
- ___ 2. The writer uses effective transitions to show the relationship of one point to another.
- ___ 3. The composition uses a logical (or natural) progression of ideas from beginning to end.
- ___ 4. The writer uses an effective introduction and conclusion for the audience and purpose.
- ___ 5. The composition incorporates strong connections among ideas, with some syntactic variety.

(Rating 1-10) _____

C. Support and Elaboration:

- ___ 1. The writer employs a range of strategies for support and elaboration (anecdote, details, quotes, comparison, description, etc.)
- ___ 2. The composition demonstrates a depth of support that goes beyond a superficial analysis.
- ___ 3. Support in this composition demonstrates third-order elaboration that strongly illuminates the writer's points or theme.
- ___ 4. The argument or analysis demonstrates a thorough understanding of the text and is supported by specific quotations or details.
- ___ 5. Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete.

- ___ 6. The writer's support and elaboration is original, unique, and impactful.
- ___ 7. NARRATIVE/CREATIVE: The details in this piece include vivid imagery, details, or dialogue that demonstrate sophistication and clarity.

(Rating 1-10) _____

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D. Style:

- ___ 1. The writer uses specific, effective language and vocabulary that is appropriate for the audience and purpose.
- ___ 2. The composition's language is sophisticated and original.
- ___ 3. The sentence variety adds impact to the writer's overall purpose.
- ___ 4. Syntax and punctuation is effective for the composition.
- ___ 5. The writer's control of language adds a stylistic flair that sets the composition apart from the ordinary.

(Rating 1-10) _____

E. Conventions:

- ___ 1. The composition is free of grammatical errors that detract from its effectiveness.
- ___ 2. Spelling, capitalization, and punctuation issues are only minor, if present.
- ___ 3. The writer's command of conventions makes it clear that any deviations are deliberate and consistent.
- ___ 4. NARRATIVE/CREATIVE: The writer either masters the conventions of the chosen genre (rhyme scheme, for example, or dialogue), or extends/challenges them in a meaningful way.

(Rating 1-10) _____

Total for this Reader:

_____ / 50

Comments:

Tabulation Instructions

Reader 1 + Reader 2 = Total Score (out of 100)

Third Reader?

If Score 1 differs from Score 2 by *more than* 10 points.

EXAMPLE 1

Score 1 = 40

Score 2 = 30

Difference of 10, so third reader is NOT needed

EXAMPLE 2

Score 1 = 40

Score 2 = 29

Difference of 11, so third reader IS needed

What to do with Third Score:

[(Average of All 3 Scores) Plus (Average of two Closest scores)] divided by Two

This new average would be multiplied by two to get the total score out of 100.

Continue Example 2 from above:

EXAMPLE 2

Score 1 = 40

Score 2 = 29

Difference of 11, so third reader IS needed

Score 3 = 36

Average of all 3 scores = 35

Average of 2 closest scores = 38

Total of $73/2 = 36.5$

This average multiplied by two = 73 = **Total Score**

Original score would have been a 69. The two highest scores would have been a 76. The two lowest scores would have been a 65. This formula skews it toward the scores closest together.

What to do if the third score is exactly at the midpoint?

Just average the three scores, which would be the original average. Then multiply by two to get the final overall score.