

Hamilton Township High School Formal Writing Rubric Explanation (English Department)

	0	1	2	3
Does not meet minimum requirements, expectations and/or standards	Unsatisfactory, unacceptable and/or missing major key components	Inadequate, deficient and/or still needs improvement	Meets expectations/satisfies all requirements and/or demonstrates mastery	
Strong thesis; articulates a clear position	Lacks a thesis and/or persuasive argument	Thesis is present, but does not make a clear claim that is supported throughout the work	The thesis is identifiable as a claim that makes an assertion or proposition.	
FRIED	No evidence or support is offered to properly support claim	Evidence used is irrelevant and/or does not sufficient support claim being made	Evidence effectively contributes in proving the argument the claim is making. It is specific, and relevant.	
Sentence Structure, Word Choice, Style	Excessive errors make the communication unclear; words used are frequently incorrect	Sentences contain frequent errors which deter from the meaning of the text; rarely uses complex sentences; word choice is often repetitive or inappropriate	Sentences are carefully crafted with a variety in sentence structure; word choice is precise	
Effectively adapted to audience and purpose (Mainly referring to analysis/warrants)	The writer does not link the evidence to the claim. The relationships between claim and reasons, between reasons and evidence, and between claim and counter claim (if applicable) are not identified.	The writer attempts but is unsuccessful at linking the evidence to the claim. The relationships between claim and reasons, between reasons and evidence, and between claim and counter claim are not clear.	The writer effectively links the evidence to the claim. Relationships between claim and reasons, between reasons and evidence, and between claim and counter claim are clarified. Language is specific and relevant. Above all, the warrant is logical.	
Organized, Unified, Coherent	Argument lacks all organization; unclear or absent of thesis; poor paragraph structure; no transitions	Argument has little coherence, confusing thesis, inadequate paragraph structure, misleading or missing transitions	Argument is unified; strong thesis; excellent paragraph structure; subtle and effective use of transitions to mark logic and development of ideas	
Conventions/Mechanics	Excessive errors in grammar, sentence structure, punctuation and spelling	Significant errors in punctuation, grammar, or spelling	Grammatically correct and carefully crafted; variety in sentence structure	