

# FCAT! Writes Rubric (Grade 10)

The Grade 10 Rubric further interprets the four major areas of consideration into levels of achievement. The rubric used to score Florida Writes! Writing Assessment papers is shown below.

## 6 Points

The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any convention errors occur in mechanics, usage, punctuation, and spelling.

## 5 Points

The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

## 4 Points

The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

## 3 Points

The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support is uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

## 2 Points

The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organization pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

## 1 Point

The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

## Unscorable

The paper is unscorable because:

- The response is not related to what the prompt requested the student to do.
- The response is simply a recording of the prompt.
- The response is a copy of a published work.
- The student refused to write.
- The response is illegible.
- The response is incomprehensible (words are arranged in such a way that no meaning is conveyed).
- The response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.
- The writing folder is blank.

## Grade 10 Scoring Rubric for Deadline Writing

### CONTENT

1 Unclear	2 Little clarity	3 Adequate	4 Good	5 Clear	6 Clear and insightful	<b>FOCUS:</b> Message clear and essay tied
1 Almost none	2 Weak	3 Adequate	4 Good	5 Effective	6 Strong	<b>SUPPORT:</b> Points, elaboration
1 Almost none	2 Few	3 Adequate number	4 Several	5 Many	6 Abundance	<b>VIVID EXAMPLES</b>
1 Barely evident	2 Weak	3 Adequate	4 Good	5 Effective	6 Highly effective	<b>LOGIC</b>
1 Poor	2 Limited	3 Adequate	4 Good	5 Very good	6 Excellent	<b>SENTENCE/LANGUAGE:</b> C
1 Inappropriate	2 Weak	3 Adequate	4 Good	5 Effective	6 Highly effective	<b>WORD CHOICE</b>

### ORGANIZATION

1 Not evident	2 Little evidence	3 Adequate	4 Good	5 Effective	6 Highly effective	<b>BEGINNING, MIDDLE, and</b>
1 Barely evident	2 Weak	3 Adequate	4 Good	5 Very good	6 Clear and effective	<b>TRANSITIONS</b>

### CONVENTIONS

1	2	3	4	5	6	<b>ERRORS</b> in relation to length
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Abundance      Many                  Several                  Few                  Very few                  Almost none

of paper essay conventions s  
fragments, capitalization, pu  
spelling, and paragraphing.

\_\_\_\_\_ **Chunks**

\_\_\_\_\_ **Vivids**

\_\_\_\_\_ **RUBRIC S**



# Writing Prompts

## TOPIC ONE

### Writing Situation:

Today's students have more access to computers than students of fifteen years ago.

### Directions for Writing:

Before you begin writing, think about your experiences with computers.

Now write to explain ways you as a student benefit or can benefit from the computer technology available to you in your educational, work, and/or personal life.

## TOPIC TWO

### Writing Situation:

Technological advancements in the last fifty years have made many of our lives easier and more enjoyable.

### Directions for Writing:

Before you begin writing, think about some of the technological advancements that you use everyday.

Now choose three and explain ways those technological advancements make your life easier and/or more enjoyable.

## TOPIC THREE

### Writing Situation:

Students in new schools enjoy many benefits and added features over students in old or run-down schools.

### Directions for Writing:

Before you begin writing, think about advantages you enjoy and disadvantages you endure at your school.

Now write to explain what some of those advantages and disadvantages are and why you consider them advantages or disadvantages.

## TOPIC FOUR

### Writing Situation:

You are on a committee to share information about your hometown with students your age in another country.

### Directions for Writing:

Before you begin writing, think about some of the aspects of your hometown that would interest teens from another country.

Now write to convince your city council members of the three best points of interest; explaining what they are, their historical or appeal significance, and why teens would find them interesting or enjoyable.

## TOPIC FIVE

### Writing Situation:

Your community has received a government grant to provide activities for youth citizens between the ages of 14-18.

### Directions for Writing:

Before you begin writing, think of ways you could improve your community with grant money.

Now write to convince community leaders the best ways the grant could be utilized to get or keep teens active in positive events and away from the negative or unsafe, dead-end activities already available to them.

## TOPIC SIX

### Writing Situation:

The school board in your county has implemented a uniform-only dress code for all students in public and private schools with uniforms designed by top fashion designers for comfort, style, and affordability.

**Directions for Writing:**

Before you begin writing, reflect on the advantages and disadvantages for this dress code. Determine ways it will improve your school, student behavior, and academic success.

Now write to convince your school board to accept your views on the implementation of uniforms.