

SCORING RUBRIC FOR CAPT INTERDISCIPLINARY WRITING TEST

SCORE POINT 6

- ___ Takes a clear, thoughtful and persuasive position; keen awareness of audience is shown.
- ___ The position is richly supported with information from both source materials.
- ___ The supporting ideas are well developed; information is accurate and relevant.
- ___ The response is unified and focused & contains one or more controlling ideas; organization and control are sustained throughout
- ___ The ideas are clearly and effectively developed; writing is fluent and polished with effective transitions.

SCORE POINT 5

- ___ Takes a clear and persuasive position, awareness of audience is evident.
- ___ The position is well supported, typically using information from both source materials.
- ___ The supporting ideas are generally well developed; information is accurate and relevant.
- ___ The response is well organized and contains one or more controlling ideas; digressions are rare.
- ___ Most ideas are clearly expressed; writing is generally fluent with some use of transitions.

SCORE POINT 4

- ___ Takes and develops a position; some awareness of audience is shown, but persuasiveness may be lacking.
- ___ The response contains adequate support but may not use information from both source materials.
- ___ The supporting ideas are adequately but not thoroughly developed; some information may be inaccurate or irrelevant.
- ___ The response is adequately organized with at least one controlling idea; digressions, if present, are not disruptive.
- ___ Most ideas are clear and understandable, but fluency and transitions may be lacking.

SCORE POINT 3

- ___ Takes a position; but the position may not be clearly developed; some awareness of audience may be shown.
- ___ The response contains limited support and may not use information from both source materials.
- ___ The supporting ideas are few and/or only somewhat developed; some information may be inaccurate or irrelevant.
- ___ The response is somewhat organized, but there may be digressions or abrupt shifts that interfere with meaning.
- ___ Some ideas may not be clearly expressed; fluency and transitions may be lacking.

SCORE POINT 2

- ___ May take a position and address the problem; little if any, audience is shown.
- ___ The response contains only superficial support and/or may use information from only one of the source materials.
- ___ The supporting ideas may be poorly developed and/or illogical and inconsistent; the information may be inaccurate or irrelevant.
- ___ The response may lack focus and a controlling idea; digressions and/or abrupt shifts in the response may interfere with meaning.
- ___ Some ideas may be difficult to understand, fluency and transitions are lacking.

SCORE POINT 1

- ___ May take a position to address the problem; little or no awareness of audience is shown,
- ___ The response offers little to no support from the source materials, OR the support provided is copied verbatim.
- ___ The response may be emotional, inaccurate, irrelevant, or show serious misunderstanding.
- ___ The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.
- ___ Many ideas are difficult to understand; fluency and transitions are lacking.

GENERAL COMMENTS

INTRODUCTION

- ___ did not address the audience
- ___ did not address the issue
- ___ lacks/unclear subject, position, or reasons
- ___ vague, non-provable statements

BODY PARAGRAPH 1

- ___ topic sentence poor/missing
- ___ no introduction
- ___ no evidence (quote, fact, paraphrase)
- ___ quotations too long/ too many
- ___ no citations
- ___ limited/no explanation of evidence
- ___ limited/no connection to position

BODY PARAGRAPH 2

- ___ topic sentence poor/missing
- ___ no introduction
- ___ no evidence (quote, fact, paraphrase)
- ___ quotations too long/ too many
- ___ no citations
- ___ limited/no explanation of evidence
- ___ limited/no connection to position

BODY PARAGRAPH 3

- ___ topic sentence poor/missing
- ___ no introduction
- ___ no evidence (quote, fact, paraphrase)
- ___ quotations too long/ too many
- ___ no citations
- ___ limited/no explanation of evidence
- ___ limited/no connection to position

CONCLUSION

- ___ does not restate position
- ___ does not connect reasons together
- ___ lacks relevance to issue

WRITING

- ___ personal pronouns present
- ___ rhetorical questions
- ___ contractions
- ___ changing verb tense
- ___ personal anecdotes
- ___ inaccurate statements
- ___ insufficient use of available documents