

# TIMED ESSAY HOLISTIC SCORING RUBRIC

**100 ESSAY DEMONSTRATES SUPERIOR WRITING.**

This essay offers superior ideas and support and demonstrates impressive control of language. The writer shows quick critical thinking, practices the writing skills learned by the essay's date, powerfully attempts new strategies, and uses newly and previously learned rhetorical devices notably. While the essay may contain some convention errors, these do not distract from the essay's intention, subject, and appeal. The overall writing masterfully represents the writer's knowledge and skills.

**95 ESSAY DEMONSTRATES EFFECTIVE WRITING.**

This essay offers strong ideas and support and demonstrates effective control of language. The writer shows quick critical thinking, practices the writing skills learned by the essay's date, successfully attempts new strategies, and uses newly and previously learned rhetorical devices well. While the essay may contain some convention errors, these do not distract from the essay's intention, subject, and appeal. The overall writing effectively represents the writer's knowledge and skills.

**90 ESSAY DEMONSTRATES GOOD WRITING.**

This essay offers good ideas and support and demonstrates control of language. The writer shows quick critical thinking, practices the writing skills learned by the essay's date, attempts new strategies, and uses newly and previously learned rhetorical devices well. While the essay may contain some convention errors, these do not distract from the essay's intention, subject, and appeal. The overall writing represents the writer's knowledge and skills well.

**85 ESSAY DEMONSTRATES ADEQUATE WRITING.**

This essay offers solid ideas and support and demonstrates adequate control of language. The writer shows quick critical thinking, practices many writing skills learned by the essay's date, attempts a new strategy, and uses newly and previously learned rhetorical devices. The essay may contain some convention errors that may distract from the essay's intention, subject, and appeal. The overall writing adequately represents the writer's knowledge and skills.

**80 ESSAY DEMONSTRATES LIMITED WRITING.**

This essay offers a mixture of strong and weak ideas and support and demonstrates limited control of language. The writer shows some critical thinking, practices some writing skills learned by the essay's date, but may not attempt a new strategy or use new rhetorical devices. It uses previously learned devices. The essay may contain some convention errors that may distract from the essay's intention, subject, and appeal. The overall writing limitedly represents the writer's knowledge and skills.

**75 ESSAY DEMONSTRATES INADEQUATE WRITING.**

This essay offers weak ideas and support and demonstrates inadequate control of language. The writer sometimes shows critical thinking but does not significantly demonstrate writing skills learned by the essay's date. The writer does not attempt a new strategy nor use new rhetorical devices. It may not use any devices. The essay contains convention errors that distract from the essay's intention, subject, and appeal. The overall writing inadequately represents the writer's knowledge and skills.

**70 ESSAY DEMONSTRATES POOR WRITING.**

This essay offers weak ideas and support and demonstrates poor control of language. The writer does not show critical thinking and does not demonstrate writing skills learned by the essay's date. The writer does not attempt a new strategy nor use new rhetorical devices. It may not use any devices. The essay contains convention errors that distract from the essay's intention, subject, and appeal. The overall writing poorly represents the writer's knowledge and skills.

**60 ESSAY DEMONSTRATES LITTLE SUCCESS.**

This essay shows a lack of serious approach and a minimal attempt to respond to the prompt and to practice the elements of writing, showing little understanding of new and previously learned skills. The writer shows little effort and pride in this essay.

**0 OFF-PROMPT ESSAY**