

CLA+ Scoring Rubric

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Analysis and Problem Solving

Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library

May state or imply a decision/conclusion/ position

Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/ position

States or implies a decision/conclusion/ position

Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/ position

States or implies a decision/conclusion/position

Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents

May not account for contradictory information (if applicable)

States an explicit decision/conclusion/ position

Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted

May attempt to address contradictory information or alternative decisions/ conclusions/ positions (if applicable)

States an explicit decision/conclusion/ position

Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents

Refutes contradictory information or alternative decisions/conclusions/ positions (if applicable)

States an explicit decision/conclusion/ position

Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents

Thoroughly refutes contradictory evidence or alternative decisions/conclusions/ positions (if applicable)

Writing Effectiveness

Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence)

Does not develop convincing arguments; writing may be disorganized and confusing

Does not provide elaboration on facts or ideas

Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points

Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear

Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments

Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear

Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious

Provides valid elaboration on facts or ideas several times and cites sources of information

Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments

Provides valid elaboration on facts or ideas related to each argument and cites sources of information

Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments

Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information

Writing Mechanics

Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage)

Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge

Writes sentences that are repetitive or incomplete, and some are difficult to understand

Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear

Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors

Consistently writes sentences with similar structure and length, and some may be difficult to understand

Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear

Demonstrates fair control of grammatical conventions with frequent minor errors

Writes sentences that read naturally but tend to have similar structure and length

Uses vocabulary that communicates ideas adequately but lacks variety

Demonstrates good control of grammatical conventions with few errors

Writes well-constructed sentences with some varied structure and length

Uses vocabulary that clearly communicates ideas but lacks variety

Demonstrates very good control of grammatical conventions

Consistently writes well-constructed sentences with varied structure and length

Uses varied and sometimes advanced vocabulary that effectively communicates ideas

Demonstrates outstanding control of grammatical conventions

Consistently writes well-constructed complex sentences with varied structure and length

Displays adept use of vocabulary that is precise, advanced, and varied