

**Using the Rubric to
Score FOCUS**
FCAT 2.0 Writing
Analytic Scoring Rubric

	6	5	4	3	2	1
FOCUS	Writing is focused, purposeful, and reflects insight into the writing situation.	Writing IS focused on the topic.	Writing is focused on the topic and includes few, if any, extraneous or loosely related ideas.	Writing is focused but may contain ideas that are loosely connected to the topic.	Writing addresses the topic but may lose focus by including extraneous or loosely related ideas.	Writing minimally addresses the topic and may lose focus by including extraneous or loosely related ideas.

WRITING

**Using the Rubric to
Score ORGANIZATION**
FCAT 2.0 Writing
Analytic Scoring Rubric

	6	5	4	3	2	1
ORGANIZATION	Organizational pattern provides for a logical progression of ideas and includes the effective use of transitional devices that contribute to a sense of completeness.	Organizational pattern provides for a logical progression of ideas, and includes effective use of transitional devices that provide logical connection between ideas.	Organizational pattern is apparent, and is strengthened by the use of transitional devices.	Organizational pattern is evident, but may lack a logical progression of ideas.	Organizational pattern usually includes a beginning, middle and an end, but these elements may be brief.	Paper may have an organizational pattern, but may lack a sense of completeness or closure.

WRITING

**Using the Rubric to
Score SUPPORT**
FCAT 2.0 Writing
Analytic Scoring Rubric

	6	5	4	3	2	1	
Quality of SUPPORT	Development of support is substantial, specific, relevant, concrete. The support demonstrates a commitment to and an involvement with the subject, and may use creative writing strategies. The support demonstrates a mature command of language with freshness of expression.	Support is consistently developed through ample use of specific details and example and demonstrates a mature command of language.	Support is consistently developed, but may lack specificity. Word choice is adequate.	Development of support may be erratic but includes adequate word choice.	Development of support may be erratic and non-specific and may include repetition of ideas as well as limited, predictable, or vague word choice.	Supporting ideas show little if any development, and may consist of generalizations or fragmentary lists, and includes limited or inappropriate word choice that may obscure meaning.	

WRITING

**Using the Rubric to
Score CONVENTIONS**
FCAT 2.0 Writing
Analytic Scoring Rubric

	6	5	4	3	2	1	
CONVENTIONS	Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation and spelling.	There is variation in sentence structure, and, the paper generally follows the conventions of mechanics, usage, punctuation and spelling.	Some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics and usage, punctuation and spelling. Error generally do not impede meaning.	Some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics and usage, punctuation and spelling. Few errors impede meaning.	Errors may occur in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled. Some errors impede meaning.	Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. Errors often impede meaning.	

WRITING