

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (MODIFIED)

| In scoring, consider the grid of written language | Inadequate Command | Limited Command | Partial Command | Adequate Command | Strong Command |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score | 1 | 2 | 3 | 4 | 5 |
| Content and Organization | <ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors Assortment of incomplete and/or incorrect sentences Errors so severe they detract from meaning | <ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper Numerous errors Excessive monotony/same structure Numerous errors Numerous serious errors | <ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details Errors/patterns of errors may be evident Little variety in syntax Some errors Patterns of errors evident | <ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transitions evident Uneven development of details Some errors that do not interfere with meaning Some variety Generally correct No consistent pattern of errors Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied Few errors Variety in syntax appropriate and effective Few errors Few errors |
| Usage | | | | | |
| Sentence Construction | | | | | |
| Mechanics | | | | | |

| NON-SCORABLE RESPONSES | Content/Organization | | | Usage | Sentence Construction | Mechanics |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|
| | <p>NR = No Response Student wrote too little to allow a reliable judgment of his/her writing.</p> <p>OT = Off Topic/ Off Task Student did not write on the assigned topic/task, or the student attempted to copy the prompt.</p> <p>NE = Not English Student wrote in a language other than English.</p> <p>WF = Wrong Format Student did not respond in the format (or mode) designated in the prompt.</p> | <ul style="list-style-type: none"> Communicates intended message to audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information | <ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers | <ul style="list-style-type: none"> Variety of type, structure, and length Correct construction | <ul style="list-style-type: none"> Spelling Capitalization Punctuation | |

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.

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