

Full Narrative/Essay writing PAT rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
<b>Content /10</b>	Exploration of the topic is insightful and/or imaginative. Purpose is deliberate. Ideas are perceptive and carefully chosen. Supporting details are precise and/or original. Writing is confident and/or creative and holds the reader's interest.	Exploration of the topic is adept and/or plausible. Purpose is intentional. Ideas are thoughtful and/or sound. Supporting details are specific and/or apt. Writing is considered and/or elaborated and draws the reader's interest.	Exploration of the topic is clear and/or logical. Purpose is evident. Ideas are appropriate and/or predictable. Supporting details are relevant and/or generic. Writing is straightforward and/or generalized and occasionally appeals to the reader's interest.	Exploration of the topic is tenuous and/or simplistic. Purpose is vague. Ideas are superficial and/or ambiguous. Supporting details are imprecise and/or abbreviated. Writing is uncertain and/or incomplete and does not appeal to the reader's interest.	Exploration of the topic is minimal and/or tangential. Purpose is insubstantial. Ideas are overgeneralized and/or underdeveloped. Supporting details are irrelevant or scant. Writing is confusing and/or lacks validity and does not interest the reader.
<b>Organization /10</b>	Introduction is engaging and skillfully establishes a focus that is consistently sustained. Events and/or details are developed in a judicious order and coherence is maintained. Transitions fluently connect events and/or details within and/or between sentences and/or paragraphs. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus that is capably sustained. Events and/or details are developed in a sensible order and coherence is generally maintained. Transitions clearly connect events and/or details within and/or between sentences and/or paragraphs. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus that is generally sustained. Events and/or details are developed in a discernible order, although coherence may falter occasionally. Transitions tend to be mechanical and are generally used to connect events and/or details within and/or between sentences and/or paragraphs. Closure is related to the focus and is mechanical and/or artificial.	Introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained. The development of events and/or details is not clearly discernible, and coherence falters frequently. Transitions are lacking and/or indiscriminately used to connect events and/or details within and/or between sentences and/or paragraphs. Closure is abrupt, contrived and/or unrelated to the focus.	Introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped. The development of events and/or details is haphazard and/or incoherent. Transitions, are absent and/or inappropriately used to connect events and/or details within and/or between sentences and/or paragraphs. Closure is ineffectual or missing.

<b>Sentence Structure</b> <b>/5</b>	Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied.	Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident.	Sentence structure is often lacks control, and this may impeded meaning. Sentence type and sentence length are seldom effective and/or varied. There is little variety of sentence beginnings.	Sentence structure generally lacks control, and this often impedes meaning. There is essentially no variation in sentence type or sentence length; syntactic structures are unintelligible. There is essentially no variety of sentence beginnings.
<b>Vocabulary</b> <b>/5</b>	Words and expressions are used accurately and deliberately. Precise words and expressions are used to create vivid images and/or to enrich details. The voice/tone created is convincing.	Words and expressions are often used accurately. Specific words and expressions show some evidence of careful selection and/or some awareness of connotative effect. The voice/tone created is distinct.	Words and expressions are generally used appropriately. General words and expressions are used adequately to clarify meaning. The voice/tone created is discernible but may be inconsistent or uneven.	Words and expressions are often used inexactly. Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established or is indistinct.	Words and expressions are generally used inaccurately. Ineffective words and expressions predominate; specific words, if present, are frequently misused. The voice/tone created is not evident or is indiscreet.
<b>Conventions</b> <b>/5</b>	The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.	The quality of the writing is sustained because it contains only minor convention errors. Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.	The quality of the writing is sustained through generally correct use of conventions. Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.	The quality of the writing is weakened by the frequently incorrect use of conventions. Errors blur clarity and/or interrupt the flow of the response.	The quality of the writing is impaired by the consistently incorrect use of conventions. Errors severely reduce clarity and/or impede the flow of the response.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:</b>			<b>/35</b>		