Grammar and Usage Rubric
Grades 9-12

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing exhibit superior command of language skills?
4	*A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.* • Does the writing demonstrate superior command of capitalization conventions? • Does the writing demonstrate superior command of the mechanics of punctuation? • Does the writing demonstrate superior command of grade-level appropriate spelling? • Does the writing demonstrate superior command of grammar and English usage? • Does the writing demonstrate superior command of paragraphing? • Does the writing demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?
	Does the writing exhibit good control of language skills?
3	*In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.* • Does the writing demonstrate good control of capitalization conventions? • Does the writing demonstrate good control of the mechanics of punctuation? • Does the writing demonstrate good control of grade-level appropriate spelling? • Does the writing demonstrate good control of grammar and English usage? • Does the writing demonstrate good control of paragraphing? • Does the writing demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
	Does the writing exhibit fair control of language skills?
2	*In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.* • Does the writing demonstrate fair control of capitalization conventions? • Does the writing demonstrate fair control of the mechanics of punctuation? • Does the writing demonstrate fair control of grade-level appropriate spelling? • Does the writing demonstrate fair control of grammar and English usage? • Does the writing demonstrate fair control of paragraphing? • Does the writing demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?
	Does the writing exhibit minimal or less than minimal control of language skills?
1	*In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.* • Does the writing demonstrate only minimal control of capitalization conventions? • Does the writing demonstrate only minimal control of the mechanics of punctuation? • Does the writing demonstrate only minimal control of grade-level appropriate spelling? • Does the writing demonstrate only minimal control of grammar and English usage? • Does the writing demonstrate only minimal control of paragraphing? • Does the writing demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of only a few sentences may receive no more than 2 score points.