

New Jersey Registered Holistic Scoring Rubric – (for GEPA/HSPA only)

| In Scoring, consider the grid of written language | Inadequate Command | Limited Command | Partial Command | Adequate Command | Strong Command | Superior Command |
|---|--|---|---|---|---|--|
| Score | 1 | 2 | 3 | 4 | 5 | 6 |
| Content & Organization (see below) | <ul style="list-style-type: none"> May lack opening and/or closing | <ul style="list-style-type: none"> May lack opening and/or closing | <ul style="list-style-type: none"> May lack opening and/or closing | <ul style="list-style-type: none"> Generally has opening and/or closing | <ul style="list-style-type: none"> Opening and closing | <ul style="list-style-type: none"> Opening and closing |
| | <ul style="list-style-type: none"> Minimal response to topic; uncertain focus | <ul style="list-style-type: none"> Attempts to focus May drift or shift focus | <ul style="list-style-type: none"> Usually has single focus | <ul style="list-style-type: none"> Single focus | <ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed | <ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed |
| | <ul style="list-style-type: none"> No planning evident; disorganized | <ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas | <ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas | <ul style="list-style-type: none"> Ideas loosely connected Transition evident | <ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks | <ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful |
| | <ul style="list-style-type: none"> Details random, inappropriate, or barely apparent | <ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper | <ul style="list-style-type: none"> Repetitious details Several unelaborated details | <ul style="list-style-type: none"> Uneven development of details | <ul style="list-style-type: none"> Details appropriate and varied | <ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent |
| Usage (see below) | <ul style="list-style-type: none"> No apparent control Severe/ numerous errors | <ul style="list-style-type: none"> Numerous errors | <ul style="list-style-type: none"> Errors/ patterns of errors may be evident | <ul style="list-style-type: none"> Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |
| Sentence Construction (see below) | <ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences | <ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors | <ul style="list-style-type: none"> Little variety in syntax Some errors | <ul style="list-style-type: none"> Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |
| Mechanics (see below) | <ul style="list-style-type: none"> Errors so severe they detract from meaning | <ul style="list-style-type: none"> Numerous serious errors | <ul style="list-style-type: none"> Patterns of errors evident | <ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |

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| Non-Scorable Responses | NR = No Response | Student wrote too little to allow reliable judgment of his/her writing. |
| | OT = Off Topic/ Off Task | Student did not write on the assigned topic/task, or the student attempted to copy the prompt. |
| | NE = Not English | Student wrote in a language other than English. |
| | WF = Wrong Format | Student refused to write on the topic, or the writing task folder was blank. |

| Content & Organization | Usage | Sentence Construction | Mechanics |
|--|--|--|---|
| <ul style="list-style-type: none"> Communicates intended message to intended 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 |