# Features Rubric

The writing features rubric will be used to assess both the on-demand tasks and content-specific writing assignments. The writing features rubric has been back-mapped to the NC Graduation Project.

<table>
<thead>
<tr>
<th>Points</th>
<th>Descriptions</th>
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| 4 | • Topic/subject is clear, though it may or may not be explicitly stated  
• Demonstrates focus on topic/subject throughout the response  
• Organizational structure creates relationships between and among ideas and/or events  
• Develops a logical progression of ideas and/or events and is unified and complete  
• Support and elaboration examines and explains the topic/subject  
• Employs specific, developed details  
• Exhibits skillful use of vocabulary that is precise and purposeful  
• Demonstrates skillful use of sentence fluency  |
| 3 | • Topic/subject is generally clear, though it may or may not be explicitly stated  
• May demonstrate minor lapses in focus on topic/subject  
• Organizational structure creates relationships between and among ideas and/or events, although minor lapses may be present  
• Develops a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present  
• Support and elaboration may have minor weaknesses in examining and explaining the topic/subject  
• Employs some specific details  
• Exhibits reasonable use of vocabulary that is precise and purposeful  
• Demonstrates reasonable use of sentence fluency  |
| 2 | • Topic/subject may be vague  
• May lose or may demonstrate lapses in focus on topic/subject  
• Organizational structure creates little relationship between and among ideas and/or events  
• May have major lapses in the logical progression of ideas and/or events and is minimally complete  
• Support and elaboration may have major weaknesses in examining and explaining the topic/subject  
• Employs general and/or undeveloped details, which may be presented in a list-like fashion  
• Exhibits minimal use of vocabulary that is precise and purposeful  
• Demonstrates minimal use of sentence fluency  |
| 1 | • Topic/subject is unclear or confusing  
• May fail to demonstrate focus on topic/subject  
• Organizational structure may not establish connection between and among ideas and/or events  
• May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing  
• Support and elaboration attempts to examine and explain the topic/subject but may be unrelated or confusing  
• Employs sparse details  
• Lacks use of vocabulary that is precise and purposeful  
• May not demonstrate sentence fluency  |
| NS | • This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompts, and responses that are off-topic or incoherent.  |
| Note | • Those scoring content-specific tasks for Second Language courses should note that a student response may be composed in the foreign language that is being taught and score them accordingly.  |