

| | Advanced (4) | Proficient (3) | Basic (2) | Below Basic (1) |
|---------------------------------|---|--|--|---|
| Focus | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. |
| Organization | Organization is a logical progression of ideas/events and is unified and complete. | There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. | One or more major lapses in the logical progression of ideas/events is evident. | Ideas/events are presented in a random fashion. |
| Elaboration | Elaboration consists of specific, developed details. | Elaboration consists of some specific details. | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion. | Elaboration is sparse; almost no details. |
| Style - Sentence Fluency | Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure). | Demonstrates reasonable sentence fluency. | Demonstrates minimal sentence fluency. | Sentence fluency is lacking. |
| Conventions | Exhibits an ADVANCED control of grammatical conventions appropriate to the writing task. | Exhibits a PROFICIENT control of grammatical conventions appropriate to the writing task. | Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task. | Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task. |
| Style - Vocabulary | Exhibits skillful use of vocabulary that is precise and purposeful. | Exhibits reasonable use of vocabulary that is precise and purposeful. | Exhibits minimal use of vocabulary that is precise and purposeful. | Lacks use of vocabulary that is precise and purposeful. |
| Support | Support information is related to and supportive of the topic/subject. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. | An attempt has been made to add support information, but it was unrelated or confusing. |

Scoring Rubric for BAHS Bands Electronic Portfolio Assignments

Teacher Name: Mr. Eric Hahn

Student Name: _____

Total Score: _____/28