

Response to Questions on the FY 2015 Budget

Request By: Supervisor Herrity

Question: At the April 8, 2014 Public Hearing on the FY 2015 budget, a speaker provided the Board of Supervisors with a grading rubric outlining specific grading criteria which he stated significantly increased the work necessary to grade assignments. Can you please provide information on the use of this rubric, or similar rubrics, and whether this is driven by federal, state or local policies?

Response: The following response was prepared by Fairfax County Public Schools (FCPS):

Teachers are not required by federal, state, or FCPS to use a six traits rubric. Although using this type of rubric takes more time, it provides clarity on the expectations for complex writing tasks and excellent feedback to students that improves their writing ability.

Eng .10 Honors Pd _____
 Name _____
 Mike Greiner - Is this FCPs, state or Federal driven

Rhetorical Analysis Rubric - "Sugar Wars"

	Exceeds Expectations (90-100%)	Meets Expectations (80-89%)	Approaches Expectations (70-79%)	Fails to Meet Expectations (60-69%)
Ideas & Development Strength / focus of thesis; strength of commentary in supporting thesis	Persuasive, effective argument; thorough development of ideas; claims are supported with fresh, insightful commentary	Reasonable argument; adequate development of ideas; claims are supported with commentary but could be more insightful	Plausible argument; superficial development of ideas; claims are inconsistent and/or incomplete; commentary is vague and may rely too much on plot summary	Inadequate argument; ideas are not developed and/or supported; commentary is missing, confused, or only plot summary
Organization Logical presentation of ideas; use of required components; strength of textual evidence	Sophisticated and purposeful organization of ideas; all required components present; strong and apt evidence supports argument; strong transitions in and between paragraphs	Coherent organization of ideas; all required components present; relevant evidence supports argument; adequate transitions in and between paragraphs	Uneven organization of ideas; missing required components; problematic use of evidence to support argument; inconsistent transitions in or between paragraphs	No organization of ideas; missing required components; evidence is irrelevant, incomplete, or missing; lack of transitions in or between paragraphs
Sentence Fluency Clarity and flow of writing	Strong control of sentence structure; syntax is varied and effective; sentences are clear and concise	Control of sentence structure; syntax is adequate and coherent; while generally clear, some sentences may be wordy or awkward	Lapses in control of sentence structure; syntax is uneven; many sentences are wordy, awkward, unclear, choppy, or repetitive	Lacks control of sentence structure; syntax is incoherent; sentences are unclear to the point of obscuring argument
Conventions Attention to rules of mechanics and grammar; proper integration of textual evidence	Writing is nearly flawless; strong control of standard writing conventions; textual evidence is integrated correctly	Writing contains few errors but without impeding clarity; control of standard writing conventions; textual evidence is generally integrated correctly	Numerous writing errors may impede clarity; inconsistent control of standard writing conventions; problems with integration of textual evidence	Numerous significant errors impede clarity and undermine argument; lacks control of standard writing conventions; textual evidence is not integrated correctly
Word Choice Thoughtful and purposeful use of diction to enhance argument; appropriate use of academic language	Striking and varied language; demonstrates appropriate use of academic tone/vocabulary; word choice contributes to purpose	Adequate and effective language; begins to demonstrate academic tone/vocabulary; word choice can contribute to purpose	Limited and/or imprecise language; lacks or misuses academic tone/vocabulary; word choice does not contribute to purpose	Unclear and/or inaccurate language; does not demonstrate academic tone/vocabulary; word choice weakens argument
Voice Style and quality of presentation	Writer communicates message persuasively; writing conveys strong, clear voice	Writer communicates message adequately; writing conveys developing voice	Writer communicates message inconsistently; writing conveys confused or inappropriate voice	Writer demonstrates lack of audience awareness; weak writing does not convey voice
Points Deducted →	Formatting errors: heading, title, spacing, font, size, indenting MUG errors: contractions, title punctuation, agreement, 1 st / 2 nd POV; vague pronoun references; proper quotation citing/couching Final Grade:			