

# Writing Rubric

| STUDENT                 |                                                                             | TITLE OR ASSIGNMENT                                           |                                                                |                                                      | DATE            |
|-------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|-----------------|
| CRITERIA                | 4 EXEMPLARY                                                                 | 3 PROFICIENT                                                  | 2 DEVELOPING                                                   | 1 BEGINNING                                          | SCORE           |
| <b>Ideas</b>            | A clear, focused main idea developed with rich, relevant details.           | A clear main idea supported by relevant details.              | The main idea is unclear, or details are general or off topic. | No clear main idea; few or no details.               |                 |
| <b>Organization</b>     | Inviting beginning, logical order, smooth transitions and a satisfying end. | Clear beginning, middle and end; transitions link most ideas. | The order is hard to follow in places; few transitions.        | No clear order; ideas seem random.                   |                 |
| <b>Voice</b>            | The writer's personality and purpose shine through and hold the reader.     | The voice fits the audience and purpose most of the time.     | The voice is flat or does not fit the audience.                | No sense of the writer or the reader.                |                 |
| <b>Word Choice</b>      | Precise, vivid words that paint a clear picture and fit the purpose.        | Accurate words that fit; some are vivid.                      | Words are plain, vague or repeated.                            | Words are limited, misused or confusing.             |                 |
| <b>Sentence Fluency</b> | Sentences vary in length and structure and flow when read aloud.            | Complete sentences that read smoothly, with some variety.     | Sentences are choppy or ramble; many start the same way.       | Hard to read aloud; many incomplete sentences.       |                 |
| <b>Conventions</b>      | Spelling, capitals, punctuation and grammar are correct; errors are rare.   | A few errors that do not get in the way of meaning.           | Errors sometimes make the writing hard to read.                | Frequent errors make the writing hard to understand. |                 |
| STRENGTH                |                                                                             | NEXT STEP FOR REVISION                                        |                                                                |                                                      | TOTAL OUT OF 24 |
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