General Rubric for Writing

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| Categories | 5 | 4 | 3 | 2 | 1 |
| Ideas and Content | Fresh, original treatment of ideas; well-developed theme from start to finish, with relevant, strong supporting detail. | Clear, focused, interesting ideas with appropriate details that enhance the main idea. | Evident main idea with some supporting details; may lack focus or contain bits of irrelevant material or gaps in needed information. | Some attempt to support, but main theme may be too general or confused by irrelevant details. | Writing lacks a central idea; development in minimal or non-existant. |
| Organization | Effectively organized in a logical and creative way; has a unique and engaging introduction and conclusion. | Structure moves the reader smoothly through the text; well organized with an inviting introduction and a satisfying closure. | Organization is appropriate, but conventional. There is an obvious attempt at an introduction and conclusion. | An effort has been made to organize the piece, but it may be a “list” of events. The introduction and conclusion are not well developed. | A lack of structure makes this piece hard to follow. Lead and conclusion may be weak or non-existent. |
| Voice | Passionate, compelling, energetic; shows emotions such as humour, honesty, pathos, suspense or liveliness; strong sense of audience and purpose. | Expressive, engaging, sincere tone that speaks to the reader. The writer behind the words comes through clearly. | Voice is generally appropriate to audience and purpose. Tone is pleasant, but not distinctive; may have `sparks` of interest or emotion. | Voice may be mechanical or erratic. The writer seems to lack a sense of audience. | Writing tends to be flat or lifeless. Style does not suit audience or purpose. |
| Word Choice | Carefully chose words convey strong, fresh, vivid images consistently throughout the piece. | Word choice is functional and appropriate. The writer has made some attempt at description, which sometimes may see overdone. | Words are likely to be correct, but lack flair. The writer may overuse generalised words and modifiers. | Word choice is monotonous; may be repetitious or immature. The writer uses patterns of conversation rather than book language. | Vocabulary ranges is limited and may be inappropriate. |
| Categories  continued | 5 | 4 | 3 | 2 | 1 |
| Sentence Fluency | High degree of craftsmanship in sentence length and form; the writing sounds rhythmical to read aloud. | Easy flow and rhythm to most of the piece; good variety in sentence length and structure. | The writer is generally in control of sentence structure, but sentences often follow a similar structure without much variation for effect. | Generally in control, but lacking variety in length and structure. | No `sentence sense`; run-on or choppy sentences predominate. |
| Conventions | The paper contains few, if any errors in conventions. The writer shows control over a wide range of conventions beyond grade-level expectations. Some errors may result from experimentation with words and sentences. | The writer shows strong control of conventions. Writing is generally correct, but may be risk-free. | Occasional errors are noticeable, but minor. The writer uses conventions with enough skills to make the paper readable. | More frequent errors, inappropriate to the grade level, are evident but the reader can still follow the piece. | Errors in conventions make the writing difficult to follow. The writer seems to know some conventions, but confuses many more. |