

Writing Scoring Rubric

	1	2	3	4
Snapshot	Writing poorly addresses the topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.	Writing attempts to address the topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.	Writing addresses the topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.	Writing clearly addresses the topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.
	Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.			

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Communicate	Meaning Topic Ideas Details	<ul style="list-style-type: none"> link to topic may be unclear ideas may be copied or unrelated to the topic uses very few relevant details 	<ul style="list-style-type: none"> some evidence showing a link to the topic often retells a personal experience with limited description or reaction ideas are partially developed; few relevant details 	<ul style="list-style-type: none"> writing shows a clear link to the topic ideas are mostly developed; uses some engaging language some supporting details, reasons, explanations 	<ul style="list-style-type: none"> sustains a clear focused link to the topic ideas are fully developed; strong sense of voice; uses engaging language details, reasons, and explanations show a sense of individuality
	Style Word Choice Structure	<ul style="list-style-type: none"> basic language with limited vocabulary; may include frequent errors in word choice sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> generally basic language; errors may affect clarity relies on simple and compound sentences 	<ul style="list-style-type: none"> generally relies on direct language with some variety in vocabulary uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> language is varied and increasingly precise; often experiments with new words or expressions effectively uses a variety of sentence lengths and patterns
	Form Beginning Middle End	<ul style="list-style-type: none"> beginning may be confusing middle has little development; ideas seem unrelated to topic, may be very short overuses a few simple connecting words or omits them entirely ending is often missing 	<ul style="list-style-type: none"> beginning is somewhat focused; usually identifies the topic middle is often a list of loosely related events; some sequence repeats simple connecting words and beginning words ending may be omitted 	<ul style="list-style-type: none"> introduces the topic; generally organized, logically sequenced middle is generally organized and logically sequenced uses a variety of connecting words and beginning words ending may be abrupt or omitted 	<ul style="list-style-type: none"> introduces topic, often in an engaging way middle develops topic through relevant, appropriate ideas transitions are smooth; uses a range of transitional words focused ending
	Conventions Spelling Capitals Punctuation Grammar	<ul style="list-style-type: none"> frequent errors may make the writing difficult to understand 	<ul style="list-style-type: none"> several errors; may make some sentences difficult to understand 	<ul style="list-style-type: none"> some errors; generally do not affect meaning 	<ul style="list-style-type: none"> few errors which do not interfere with meaning; usually caused by taking risk with complex language