

Writing Rubric

	Organization	Developing/Expressing Ideas	Voice/Style	Mechanics	Spelling
4	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task. Provides a meaningful thesis, maintains a consistent tone and focus, and purposefully illustrates a control of organization. Well organized and paragraphed. 	<ul style="list-style-type: none"> Thoughtfully supports the thesis and main ideas with specific details and examples. 	<ul style="list-style-type: none"> Provides a variety of sentence types and uses precise, descriptive language. Demonstrates a clear sense of audience. 	<ul style="list-style-type: none"> Mastery of mechanics: grammar, capitalization, punctuation. 	<ul style="list-style-type: none"> Shows mastery of spelling.
3	<ul style="list-style-type: none"> Addresses all parts of the writing task. Well organized and paragraphed task. Provides a thesis maintains a consistent tone and focus, and illustrates a control of organization. Reader easily follows thought through use of paragraphing. 	<ul style="list-style-type: none"> Supports the thesis and main ideas with details and examples. 	<ul style="list-style-type: none"> Provides a variety of sentence types and uses some descriptive language. Demonstrates general sense of audience. 	<ul style="list-style-type: none"> Contains some errors, but errors do not interfere with understanding of the essay. 	<ul style="list-style-type: none"> Spells most complex and familiar words correctly. Errors do not interfere with understanding of the essay.
2	<ul style="list-style-type: none"> Addresses only parts of the writing task. May provide a thesis, maintains an inconsistent tone and focus, and illustrates little, if any, control of organization. An attempt at paragraphing is evident, but inconsistent. 	<ul style="list-style-type: none"> May support the thesis with limited, if any details or examples. 	<ul style="list-style-type: none"> Provides few, if any types of sentences, and uses basic, predictable language. Demonstrates little, or no sense of audience. 	<ul style="list-style-type: none"> Contains several errors in English Language conventions. Errors interfere with the reader's understanding of the essay. 	<ul style="list-style-type: none"> Spells some familiar words successfully, but is largely inventive in spelling difficult or complex words.
1	<ul style="list-style-type: none"> The essay is too short to evaluate, or addresses only one part of the essay. Provides a weak thesis if any at all. There is no paragraphing, and no control of organization. 	<ul style="list-style-type: none"> Fails to support a thesis with any details or examples. 	<ul style="list-style-type: none"> Provides no variety of sentence types and uses very limited vocabulary. Demonstrates no sense of audience. 	<ul style="list-style-type: none"> Contains serious errors. Errors severely inhibit reader's ability to understand essay. 	<ul style="list-style-type: none"> Largely uses inventive spelling.