

Appendix B5: Writing Rubric

This writing rubric is intended to be used in daily classroom practice by teachers and students. Writing activities may include print and digital texts such as blog entries, essays, letters, narratives, poems, reviews, screenplays, or song lyrics.

		Meeting outcomes				
Not yet meeting outcomes		Satisfactory	Competent	Skilled	Mastery	
Ideas	Beginning <i>I'm unsure about what to do.</i>	Developing <i>I think I know what to do but I need help.</i>	Satisfactory <i>I can do it.</i>	Competent <i>I can do it by myself in familiar situations.</i>	Skilled <i>I can do it by myself in new situations.</i>	Mastery <i>I can model for others.</i>
	My writing is confusing and undeveloped. My ideas aren't complete or clear.	My writing is incomplete and vague. My ideas aren't clear.	My writing is literal but progressing. My ideas follow a structure but only some ideas are connected to each other.	My writing is predictable and expected. My ideas are clear and relevant.	My writing is thoughtful and creative. My ideas are clear, interesting, and relevant.	My writing is insightful and imaginative. My ideas are interesting, unique, and original.
Organization	My ideas aren't connected to each other and the reader is lost.	My ideas aren't clearly connected so the reader gets lost sometimes.	My ideas are general but the reader needs more direction.	My ideas are structured and give the reader direction.	My ideas are well structured and connected.	My ideas are uniquely structured and support my purpose and message.
Sentence Structure	My sentences aren't complete. The reader can't understand my ideas.	My sentences are awkward and choppy. The reader can't follow what I'm trying to say.	My sentences are complete but are similar in length and type.	My sentences are complete and sometimes vary in length and type.	My sentences flow and are easy to read. I write sentences in different ways.	My sentences are smooth and natural. I use different sentence structures to create variety and interest.
Vocabulary	My words are random and don't develop a message.	My words don't express my message well. They are ordinary.	My words are general and repetitive but identify my message. I use predictable language without purpose.	My words are general and contribute to my message. I choose predictable language.	My words are clear, specific, and contribute to my message. I choose varied language to create interest in my writing.	My words are memorable, powerful, and precise and enhance my message. I choose varied language to enhance my purpose and message.
Voice	My voice is not recognizable.	My voice doesn't stand out.	My voice is present and helps my purpose.	My voice is present and clarifies my purpose.	My voice is distinct and engages the reader.	My voice is unique and affects the reader.
Conventions	My writing doesn't have standard conventions and my meaning is lost.	My writing doesn't have standard conventions and my meaning is hard to figure out.	My writing has standard conventions but my meaning may be questionable.	My writing has standard conventions to support ideas.	My writing has a range of conventions to contribute to stylistic effect/meaning.	My writing has a wide range of conventions to create stylistic effect/meaning.