

Ideas: The heart of the message, the content of the piece, the main theme, with the details that enrich and develop that theme.	Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of ideas.	Voice: The heart and soul, magic, wit, feeling, and conviction of the writer coming out.
<p>5 <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable</p> <p>B. Relevant, telling, quality details go beyond the obvious.</p> <p>C. Reasonably accurate details</p> <p>D. Writing from knowledge or experience; you can tell writer knows a lot about this topic; ideas are fresh and original</p> <p>E. Reader's questions are anticipated and answered</p> <p>F. Writer or reader can sum up paper in one clear sentence</p> <p>G. Clear thesis containing both fact and opinion to make it interesting to reader</p>	<p>5 <i>The organizational structure of this paper enhances and showcases the central idea or thesis of the paper; including an attention-getting introduction and a satisfying conclusion with a sense of closure.</i></p> <p>A. The paper is as clear as a good road map. It takes readers by the hand and guides them along every step.</p> <p>B. My introductory paragraph gives a hint of what is coming, and makes a reader want to read on.</p> <p>C. Every detail falls in just the right place. Sequencing is logical and effective.</p> <p>D. Reader never feels lost or confused; however, there could be a surprise or two.</p> <p>E. Everything leads up to my most important point</p> <p>F. The title, if desired, is original</p> <p>G. Flows so smoothly, the reader hardly thinks about it</p>	<p>5 <i>The writer speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.</i></p> <p>A. The reader feels a strong interaction with the writer.</p> <p>B. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience.</p> <p>C. Narrative writing seems honest and personal. Expository or persuasive writing reflects a strong commitment to the topic.</p> <p>D. The writer's confidence in his topic and information is clear.</p> <p>E. Writer is not afraid to say what he/she really thinks.</p>
<p>3 <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is fairly broad. It's too big; writer is trying to tell too much</p> <p>B. Some "details" are things most people already know</p> <p>C. Writer knows just enough to write about this topic-- but more information would help me make it interesting</p> <p>D. Ideas are reasonably clear</p> <p>E. The reader is left with questions</p>	<p>3 <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable introduction and conclusion.</p> <p>B. Sequencing shows some logic, but the structure takes attention away from the content.</p> <p>C. Organization sometimes supports the main point or thesis</p> <p>D. A title (if desired) is present</p> <p>E. The conclusion may go on too long or end the paper in a "ho-hum" way</p>	<p>3 <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <p>A. The writing communicates in an earnest, pleasing manner.</p> <p>B. Only one or two moments here or there surprise, delight, or move the reader.</p> <p>C. Writer weighs ideas carefully and discards personal insights in favour of safe generalizations.</p> <p>D. Narrative writing seems sincere, expository or persuasive writing lacks consistent contagious emotion.</p> <p>E. Writer's personality pokes out occasionally, but readers might not guess who wrote this.</p>
<p>1 <i>The paper has no clear sense of purpose or central theme (thesis). The reader must make inferences based on sketchy or missing details.</i></p> <p>A. Writer is just figuring out what to say</p> <p>B. Information is limited or unclear or the length is not adequate for development</p> <p>C. The ideas are a simple restatement or a simple answer to the assignment</p> <p>D. Everything seems important</p> <p>E. Writing may contain many repetitions, seem disconnected, and contain too many random thoughts</p> <p>F. Writer has trouble summing up this paper in 1 sentence</p>	<p>1 <i>The writing lacks a clear sense of direction.</i></p> <p>A. A beginning? Writer just repeats the assignment.</p> <p>B. An ending? Writer just seems to stop when he/she runs out of things to say.</p> <p>C. Writer seems confused about how the details fit with the main idea or thesis</p> <p>D. Connections between ideas are confusing.</p> <p>E. No title is present (if requested).</p> <p>F. Problems with organization make it hard for the reader to get a grip on the main point, thesis, or story line.</p>	<p>1 <i>The writer seems indifferent, uninvolved, or distanced from the topic and/or audience.</i></p> <p>A. Writer speaks in a kind of monotone.</p> <p>B. Writing is "humdrum" and safe or "risk free" and seems to hide writer's true feelings about the topic.</p> <p>C. Writer is not concerned with the audience; writer's style is a complete mismatch for the intended audience.</p>
<p>KEY QUESTION: Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<p>KEY QUESTION: Did the organizational structure enhance the ideas and make the paper easier to read? Or, does the structure overwhelm the ideas like too much perfume in a crowded elevator?</p>	<p>KEY QUESTION: Would you keep reading this piece if it were longer? <i>MUCH longer?</i></p>

<p>Word Choice: The use of rich, colourful, precise language that moves and enlightens the reader.</p>	<p>Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.</p>	<p>Conventions: The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation.</p>
<p>5 <i>Words convey the intended message in a precise, interesting and natural way.</i></p> <p>A. Words are specific and accurate.</p> <p>B. Words and phrases create pictures and linger in the reader's mind.</p> <p>C. The language is natural and never overdone.</p> <p>D. Striking words and phrases often catch the reader's eye.</p> <p>E. Lively action verbs carry the meaning. Adjectives are not overly piled on to carry meaning.</p> <p>F. Precision is obvious.</p>	<p>5 <i>The writing has an easy flow, rhythm, and cadence. Sentences are well built.</i></p> <p>A. Sentences are constructed in a way that helps make meaning clear.</p> <p>B. Sentences vary in length as well as structure.</p> <p>C. Creative and appropriate connector words.</p> <p>D. Writing has cadence.</p> <p>E. Purposeful sentence beginnings show how each sentence relates to and builds upon the one before it.</p> <p>F. Dialogue, if used, sounds natural and advances the purpose of the paper.</p>	<p>5 <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing)</i></p> <p>A. Spelling is accurate.</p> <p>B. Periods, commas, exclamation marks, semi-colons, colons, and quotation marks are in the correct places.</p> <p>C. Grammar and usage are correct.</p> <p>D. Paragraphing tends to be sound.</p> <p>E. The writer may manipulate conventions for stylistic effect, and it works!</p>
<p>3 <i>The language is functional, even if it lacks much energy.</i></p> <p>A. Words are adequate and correct in a general sense; they get the job done.</p> <p>B. Familiar words and phrases communicate, including clichés like "bright and early," "quick as a wink."</p> <p>C. Attempts at colorful language but may overuse the thesaurus</p> <p>D. Passive verbs (am, is, are, was, were, be, being, been, seem, become) everyday nouns and adjectives, lack of interesting adverbs.</p> <p>E. The words are only occasionally refined.</p> <p>F. The words and phrases are functional with only a moment or two of sparkle.</p>	<p>3 <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i></p> <p>A. Sentences get the job done in a routine fashion</p> <p>B. Sentences are usually constructed correctly.</p> <p>C. Sentence beginnings are not ALL alike, some variety is attempted.</p> <p>D. The reader sometimes has to hunt for clues (e.g. connecting words and phrases like <i>however, therefore, next, for example, later, although</i>) that show how sentences interrelate.</p> <p>E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly. It is fairly easy to read aloud with a little practice.</p>	<p>3 <i>The writer shows reasonable control over a limited range of standard writing conventions.</i></p> <p>A. Spelling is correct on simple words and usually correct on difficult words, unless typed, when all words should be spelled correctly.</p> <p>B. Most words are capitalized correctly.</p> <p>C. Paragraphing is attempted.</p> <p>D. Problems with grammar and usage are not serious.</p> <p>E. Paper reads like a first draft and writer seems more concerned with getting ideas down than making sure all the editing was taken care of.</p> <p>F. A few pronouns do not match what IT refers to.</p>
<p>1 <i>The writer struggles with a limited vocabulary.</i></p> <p>A. Paper is a victim of vague wording and fuzzy phrasing (ex: "We were friends and stuff.")</p> <p>B. Words are used incorrectly.</p> <p>C. Limited vocabulary, misuse of parts of speech</p> <p>D. Jargon or clichés, persistent redundancy of words (ex: "good" used 3 times; "is" used 4 times)</p> <p>E. Words don't make pictures yet. (ex: "Something neat happened.." or "It was awesome.")</p>	<p>1 <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i></p> <p>A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.</p> <p>B. Phrasing does not sound natural, the way someone might speak. The reader must sometimes pause or read over to get the meaning.</p> <p>C. Sentences begin the same way.--and may follow the same sentence patterns (e.g., <i>subject-verb-object</i>) in a monotonous routine.</p> <p>D. Endless connectives (<i>and, and so, but then, because, then, etc.</i>)</p> <p>E. Does not invite expressive oral reading.</p>	<p>1 <i>Errors in spelling, punctuation, capitalization, usage and grammar, and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <p>A. Spelling errors are frequent.</p> <p>B. Punctuation is missing or incorrect.</p> <p>C. Capitalization is random.</p> <p>D. Errors in grammar and usage are very noticeable.</p> <p>E. Paragraphing is missing.</p> <p>F. The reader must read once to decode the words, then again for meaning.</p> <p>G. Paper needs a lot of editing work.</p>
<p>KEY QUESTION: Do the words create vivid pictures that linger in the reader's mind?</p>	<p>KEY QUESTION: Can you FEEL the words and phrases flow together as someone reads it aloud?</p>	<p>KEY QUESTION: How much editing would have to be done to be ready to share the paper with an outside source? * <u>a whole lot?</u> Score in the 1-2 range * <u>a moderate amount?</u> Score in the 3 range. * * <u>very little?</u> Score in the 4-5 range.</p>

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WRITING EVALUATION RUBRIC	
	(Writer or reader can sum up story in one clear sentence- main idea is clear) IDEAS (10 points)
	(It takes readers by the hand and guides them along every step.) ORGANIZATION (10 points)
	(The writer speaks in a manner that is individual and has personality) VOICE (10 points)
	(Words convey the intended message in a precise, interesting, and natural way.) WORD CHOICE (10 points)
	(Sentences are well built. Sentences vary in length as well as structure) SENTENCE FLUENCY (10 points)
	(e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) CONVENTIONS (10 points)
	(e.g., neatness, handwriting, proper use of margins, proper spacing) PRESENTATION (10 points)
	(Evaluated as a whole and in comparison with other stories at this grade level) GLOBAL MARK (30 points)
	FINAL MARK on 100

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	(Evaluated as a whole and in comparison with other stories at this grade level) GLOBAL MARK (40 points)
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	FINAL MARK on 100