

Writing Rubric

(adapted from McRel List of Benchmarks for Language Arts and the California state content standards for English-Language Arts):

	4 pts	3 pts	1pt	
Grades K-2				
Standard #1 Uses the general skills and strategies of the writing process	The essay has a clearly defined beginning, middle, and ending.	The essay has some elements of a beginning, middle, and ending (may be missing one).	The essay has little or no elements of sequence.	
Standard #2 Uses the stylistic and rhetorical aspects of writing	The essay includes many descriptive words to convey ideas.	The essay includes some descriptive words to convey ideas.	The essay includes few descriptive words to convey ideas.	
Standard #3 Uses grammatical and mechanical conventions in written compositions	Every sentence is a complete sentence.	Most sentences are complete.	Very few sentences are complete.	
	All three- and four-letter short-vowel words are spelled correctly.	Most three and four-letter short-vowel words are spelled correctly.	Few words are spelled correctly.	
	Each sentence begins with a capitalized letter.	Most sentences begin with a capitalized letter.	Few sentences begin with a capitalized letter.	
	The essay has the correct punctuation at the end of each sentence.	The essay has the correct punctuation at the end of most sentences.	The essay has the correct punctuation at the end of few sentences.	

	4 pts	3 pts	1pt	
Grades 3-5				
Standard #1 Uses the general skills and strategies of the writing process	The essay has a clearly defined beginning, middle, and ending.	The essay has some elements of a beginning, middle, and ending (may be missing one).	The essay has little or no elements of sequence.	
Standard #2 Uses the stylistic and rhetorical aspects of writing	Every paragraph begins with a topic sentence.	Most paragraphs begin with a topic sentence.	Few paragraphs begin with a topic sentence.	
	The essay includes many descriptions that use concrete sensory details to convey ideas.	The essay includes some descriptions that use concrete sensory details to convey ideas.	The essay includes few descriptions that use concrete sensory details to convey ideas.	
Standard #3 Uses grammatical and mechanical conventions in written compositions	Every sentence is a complete sentence.	Most sentences are complete.	Very few sentences are complete.	
	Commas are always used correctly for dates, locations, and addresses and for items in a series.	Commas are sometimes used correctly for dates, locations, and addresses and for items in a series.	Commas are rarely used correctly for dates, locations, and addresses and for items in a series.	
	All one-syllable words are spelled correctly.	Most one-syllable words are spelled correctly.	Few words are spelled correctly.	
	Each sentence begins with a capitalized letter.	Most sentences begin with a capitalized letter.	Few sentences begin with a capitalized letter.	
	The essay has the correct punctuation at the end of each sentence.	The essay has the correct punctuation at the end of most sentences.	The essay has the correct punctuation at the end of few sentences.	

		4 pts	3 pts	1pt
Grades 6-8				
Standard #1 Uses the general skills and strategies of the writing process	The essay is organized in a logical manner, including a clear introduction and conclusion.	The essay is somewhat organized in a logical manner, but may be missing either the introduction or conclusion.	The essay is not well organized and may be missing the introduction and/or conclusion.	
	Standard #2 Uses the stylistic and rhetorical aspects of writing	The essay includes many elements of descriptive language that clarifies and enhances ideas.	The essay includes some elements of descriptive language that clarifies and enhances ideas.	The essay includes few elements of descriptive language that clarifies and enhances ideas.
	Sentences are arranged in sequential order and the essay has coherence within and among paragraphs.	Sentences are somewhat sequential and the essay has general coherence within and among paragraphs.	Sentences are not sequential and the essay has little coherence within and among paragraphs.	
Standard #3 Uses grammatical and mechanical conventions in written compositions	The essay has few or no punctuation errors.	The essay has some punctuation errors.	The essay has many punctuation errors.	
	The essay has few or no spelling errors.	The essay has some spelling errors.	The essay has many spelling errors.	

		4 pts	3 pts	1pt
Grades 9-12				
Standard #1 Uses the general skills and strategies of the writing process	A coherent thesis that conveys a clear and distinctive perspective is established at the beginning of the essay.	A somewhat coherent thesis that conveys a general perspective is established at the beginning of the essay.	The essay does not contain a coherent thesis.	
	A consistent tone and focus is maintained throughout the essay.	There are elements of a general tone and focus throughout the essay.	There is not a consistent tone or focus to the essay.	
Standard #2 Uses the stylistic and rhetorical aspects of writing	The essay includes many elements of descriptive language that clarifies and enhances ideas.	The essay includes some elements of descriptive language that clarifies and enhances ideas.	The essay includes few elements of descriptive language that clarifies and enhances ideas.	
	Sentences are arranged in sequential order and essay has coherence within and among paragraphs.	Sentences are somewhat sequential and there is general coherence within and among paragraphs.	Sentences are not sequential and there is little coherence within and among paragraphs.	
Standard #3 Uses grammatical and mechanical conventions in written compositions	The essay has few or no punctuation errors.	The essay has some punctuation errors.	The essay has many punctuation errors.	
	The essay has few or no spelling errors.	The essay has some spelling errors.	The essay has many spelling errors.	