

Grade 1
Narrative and Expository Rubric

Student's writing demonstrates:

	4	3	2	1
Organization and Focus	Writing is clear and focused	Writing is generally clear and focused	Writing clarity and focus are inconsistent	Writing is unclear and difficult to understand
Description and use of Detail	Excellent description and use of details	Generally good description and use of details	Inconsistent description and use of details	Lacks description and details
Penmanship	Excellent penmanship (prints legibly with letters, words, and sentences spaced appropriately)	Generally good penmanship	Inconsistent penmanship	Poor penmanship (writing is difficult to read or unreadable)
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (singular and plural nouns, contractions, and singular possessive pronouns)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization (i.e., first word of a sentence, proper nouns, and the pronoun I)	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Consistently spells three- and four-letter short vowel words and grade-level-appropriate sight words correctly	Generally spells three- and four-letter short vowel words and grade-level-appropriate sight words correctly	Inconsistently spells three- and four-letter short vowel words and grade-level-appropriate sight words correctly	Errors in spelling that interfere with reader's understanding

Grade 2
Narrative and Expository Rubric

Student's writing demonstrates:

	4	3	2	1
Organization and Focus	Writing is clear and focused	Writing is generally clear and focused	Writing clarity and focus are inconsistent	Writing is unclear and difficult to understand
Description and use of Detail	Excellent description and use of details	Generally good description and use of details	Inconsistent description and use of details	Lacks description and details
Penmanship	Excellent penmanship (prints legibly with letters, words, and sentences spaced appropriately)	Generally good penmanship	Inconsistent penmanship	Poor penmanship (writing is difficult to read or unreadable)
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization (i.e., first word of a sentence, proper nouns, and the pronoun I)	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of frequently used irregular words (e.g., was, were, says, said, who, what, why)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

Grade 2
Letter Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Purpose and Context	Establishes a clear purpose and context for the letter	Generally good purpose and context are established	Purpose and context are implied but not explicitly established	Unclear context or purpose
Use of Parts of Letter	Correct use of date, salutation, body, closing, and signature	Mostly correct use of date, salutation, body, closing, and signature	Inconsistent use of date, salutation, body, closing, and signature	Lacks date, salutation, body, closing, and signature
Penmanship	Excellent penmanship (prints legibly with letters, words, and sentences spaced appropriately)	Generally good penmanship	Inconsistent penmanship	Poor penmanship (writing is difficult to read or unreadable)
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization (i.e., first word of a sentence, proper nouns, and the pronoun I)	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of frequently used irregular words (e.g., was, were, says, said, who, what, why)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

Grade 3
Narrative Rubric

Student's writing demonstrates:

	4	3	2	1
Plot and Sequence	Consistently defined plot and sequence	Generally consistent plot and sequence	Unclear plot and/or sequence	No clear plot or sequence
Expression of Context & Setting	Clearly expressed context & setting within which action takes place	Expresses context & setting in which action takes place	Inconsistent context & setting in which action takes place	No context or setting in which action takes place
Details in Plot Development	Excellent details that develop the plot	Generally good details that develop the plot	Inconsistent use of details that develop the plot	Little or no use of details that develop the plot
Paragraph Use (Single or Multi-Paragraph)	Writing uses paragraph structure correctly with a topic sentence and simple supporting facts and details	Writing generally uses paragraph structure correctly	Inconsistent use of paragraph structure	Writing lacks paragraph structure
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of more difficult spellings, such as common homophones (e.g., hair-hare)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

Get help with writing questions by emailing the Gorman Writing Program.

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Grade 3
Expository/Descriptive Rubric

Student's writing demonstrates:

	4	3	2	1
Purpose	Clearly states purpose	Stated purpose is generally clear	Purpose is implied but not explicitly established	No clear purpose
Use of Concrete Sensory Details	Excellent use of concrete sensory details	Generally good use of concrete sensory details	Inconsistent use of concrete sensory details	Little or no concrete sensory details
Paragraph Use (Single or Multi-Paragraph)	Writing uses paragraph structure correctly with a topic sentence and simple supporting facts and details	Writing generally uses paragraph structure correctly	Inconsistent use of paragraph structure	Writing lacks paragraph structure
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of more difficult spellings, such as common homophones (e.g., hair-hare)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 3
Letter Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Awareness of Audience Knowledge and Interests	Excellent awareness of the knowledge and interests of the audience	Good awareness of the knowledge and interests of the audience	Inconsistent awareness of the knowledge and interests of the audience	No awareness of the knowledge and interests of the audience
Purpose and Context	Establishes a clear purpose and context	Generally good purpose and context are established	Purpose and context are implied but not explicitly established	Unclear context or purpose
Use of Parts of Letter	Correct use of date, salutation, body, closing, and signature	Mostly correct use of date, salutation, body, closing, and signature	Inconsistent use of date, salutation, body, closing, and signature	Lacks date, salutation, body, closing, and signature
Paragraph Use (Single or Multi-Paragraph)	Writing uses paragraph structure correctly with a topic sentence and simple supporting facts and details	Writing generally uses paragraph structure correctly	Inconsistent use of paragraph structure	Writing lacks paragraph structure
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of more difficult spellings, such as common homophones (e.g., hair-hare)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 3
Book Review Rubric

Student's writing demonstrates:

	4	3	2	1
Idea and Interpretation Development	Excellent development of student's ideas and interpretation of the literary work	Generally good development of student's ideas and interpretation of the literary work	Limited development of student's ideas and interpretation	No development of student's ideas and interpretation
Summary and Context	Clear and concise summary and context of the literary work is given	Generally clear and concise summary and context of the literary work	Inconsistent or unclear summary and context of the literary work	Poor summary and context (either all summary or no summary)
Textual Examples	Excellent use of textual examples to support student's ideas	Generally good use of textual examples to support student's ideas	Inconsistent use of textual examples to support student's ideas	Poor use of textual examples to support student's ideas
Paragraph Use (Single or Multi-Paragraph)	Writing uses paragraph structure correctly with a topic sentence and simple supporting facts and details	Writing generally uses paragraph structure correctly	Inconsistent use of paragraph structure	Writing lacks paragraph structure
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar (e.g., correct use of the various parts of speech)	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling with consistently correct spelling of more difficult spellings, such as common homophones (e.g., hair-hare)	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 4
Narrative Rubric

Student's writing demonstrates:

	4	3	2	1
Plot and Setting	Well-established plot and setting	Generally well-established plot and setting	Unclear plot and/or setting	No established plot or setting
Sequence of Events (Organization)	Clearly expressed sequence of events	Mostly clear sequence of events	Mostly unclear sequence of events	Unclear or confusing sequence of events
Word Choice and Use of Detail	Excellent word choice and use of detail to create visual images	Good word choice and use of detail to create visual images	Inconsistent word choice and use of detail to create visual images	Word choice and use of detail do not create visual images
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 4
Expository/Compare & Contrast Rubric

Student's writing demonstrates:

	4	3	2	1
Statement of Purpose/Topic	Clearly stated purpose/topic	Stated purpose/topic is generally clear	Purpose/topic is implied but not clearly stated	No clear purpose/topic
Details and Descriptions	Excellent details and specific descriptions	Generally good details and specific descriptions	Somewhat developed details and specific descriptions	Poor details and descriptions
Organization	Excellent organization	Good organization	Poor organization	Little to no organization; order interferes with reader's understanding
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 4
Book Review Rubric

Student's writing demonstrates:

	4	3	2	1
Idea and Interpretation Development	Excellent development of student's ideas and interpretation of the literary work	Generally good development of student's ideas and interpretation of the literary work	Limited development of student's ideas and interpretation	No development of student's ideas and interpretation
Summary and Context	Clear and concise summary and context of the literary work is given	Generally clear and concise summary and context of the literary work	Inconsistent or unclear summary and context of the literary work	Poor summary and context (either all summary or no summary)
Textual Examples	Excellent use of textual examples to support student's ideas	Generally good use of textual examples to support student's ideas	Inconsistent use of textual examples to support student's ideas	Poor use of textual examples to support student's ideas
Multi-paragraph construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 4
Summary Rubric

Student's writing demonstrates:

	4	3	2	1
Main ideas	Effectively communicates the main idea of the reading selection	Communicates the main idea of the reading selection	Unclear presentation of the main idea of the reading selection	No main idea is presented
Details	Clearly identifies the most important details	Presents most of the important details	Presents details but leaves out some important details	No supporting details are presented
Use of Paraphrasing	Successful paraphrasing of main points, and avoids copying	Mostly successful paraphrasing of main points	Minimal paraphrasing with some copying of key phrases	Little or no paraphrasing and substantial copying of key phrases
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 4
Information Report Rubric

Student's writing demonstrates:

	4	3	2	1
Statement of Purpose/Topic	Clearly stated purpose/topic	Stated purpose/topic is generally clear	Purpose/topic is implied but not clearly stated	No clear purpose/topic
Main Ideas	Main ideas are well-developed with facts and details	Main ideas are mostly well-developed with facts and details	Main ideas are not very well developed with facts and details	Main ideas are not developed
Bibliography	Includes a bibliography in correct format	Includes a bibliography mostly in correct format	Bibliography present, but does not follow correct format	Does not include a bibliography
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Structure	Consistently uses complete, coherent sentences	Generally uses complete, coherent sentences	Inconsistent use of complete, coherent sentences	Incomplete or incoherent sentences
Grammar	Consistently uses correct grammar	Generally uses correct grammar	Inconsistent use of correct grammar	Incorrect use of grammar
Punctuation	Consistently uses correct punctuation	Generally uses correct punctuation	Inconsistent use of correct punctuation	Lacks correct punctuation
Capitalization	Few to no errors in capitalization	Few errors in capitalization	Many errors in capitalization	Lacks correct capitalization
Spelling	Excellent spelling	Generally good spelling	Inconsistent spelling	Errors in spelling that interfere with reader's understanding

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Grade 5
Narrative Rubric

Student's writing demonstrates:

	4	3	2	1
Plot and Setting	Well-established plot and setting	Generally well-established plot and setting	Unclear plot and setting	No clear plot and/or setting
Expression of Point of View	Point of view is consistent and appropriate to narrative	Point of view is generally consistent and appropriate to narrative	Point of view is somewhat consistent and appropriate to narrative	Point of view is inconsistent and inappropriate to narrative--- switches in point-of-view may hinder reader's understanding
Creating Visual Images	Excellent word choice and use of detail to create visual images	Generally good word choice and use of detail to create visual images	Inconsistent word choice and use of detail to create visual images	Word choice and use of detail do not create visual images
Organization	Excellent organization	Good organization	Inconsistent organization	Poor organization
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Variety	Excellent sentence variety	Generally good sentence variety	Inconsistent sentence variety	Little or no sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 5
Expository/Descriptive Rubric

Student's writing demonstrates:

	4	3	2	1
Thesis and Purpose	Clearly stated thesis/purpose	Stated thesis/purpose is generally clear	Thesis/purpose is implied but not clearly stated	No clear thesis/purpose
Details and Descriptions	Excellent details and specific descriptions	Generally good details and specific descriptions	Somewhat developed details and specific descriptions	Poor details and descriptions
Organization	Excellent organization	Good organization	Inconsistent organization	Poor organization
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Variety	Excellent sentence variety	Generally good sentence variety	Inconsistent sentence variety	Little or no sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 5
Book Review Rubric

Student's writing demonstrates:

	4	3	2	1
Idea and Interpretation Development	Excellent development of student's ideas and interpretation of the literary work	Generally good development of student's ideas and interpretation of the literary work	Limited development of student's ideas and interpretation	No development of student's ideas and interpretation
Summary and Context	Clear and concise summary and context of the literary work is given	Generally clear and concise summary and context of the literary work	Inconsistent or unclear summary and context of the literary work	Poor summary and context (either all summary or no summary)
Textual Examples	Excellent use of textual examples to support student's ideas	Generally good use of textual examples to support student's ideas	Inconsistent use of textual examples to support student's ideas	Poor use of textual examples to support student's ideas
Organization	Excellent organization	Good organization	Inconsistent organization	Poor organization
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Variety	Excellent sentence variety	Generally good sentence variety	Inconsistent sentence variety	Little or no sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 5
Persuasive Rubric

Student's writing demonstrates:

	4	3	2	1
Clarity of Position on an Issue or Idea	Extremely clear position on an issue or idea in a clearly presented, compelling thesis statement	Clear position on an issue or idea, presented in a thesis statement	Position on an issue or idea is implied, but not clearly stated in a thesis statement	No clear position on an issue or idea
Relevant Evidence	All evidence is relevant and well-used	Most evidence is relevant and well-used	Most evidence is relevant, though some evidence may be irrelevant to the essay's position, or evidence may be limited	Mostly irrelevant evidence (there is a disconnect between the evidence and the position)
Consideration of Concerns and Opposing Arguments	Excellent consideration of concerns and opposing arguments	Mostly well-written and fairly well-developed consideration of concerns and opposing arguments	Limited consideration of concerns and opposing arguments	No consideration of concerns and opposing arguments
Organization	Excellent organization	Good organization	Inconsistent organization	Poor organization
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Variety	Excellent sentence variety	Generally good sentence variety	Inconsistent sentence variety	Little or no sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 5
Research Report Rubric

Student's writing demonstrates:

	4	3	2	1
Definition of Research Topic	Research topic narrowly defined so as to be thoroughly covered	Research topic somewhat narrowly defined so as to be mostly well covered	Research topic is not narrowly defined or very well covered	Research topic is not defined and/or not covered
Development of Main Ideas	Main ideas are well developed with facts, details, examples, and explanations	Main ideas are mostly well developed with facts, details, examples, and explanations	Main ideas are not very well developed with facts, details, examples, and explanations	Main ideas are not developed
Bibliography	Includes a bibliography in correct format	Includes a bibliography mostly in correct format	Bibliography present, but does not follow correct format	Does not include a bibliography
Organization	Excellent organization	Good organization	Inconsistent organization	Poor organization
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Sentence Variety	Excellent sentence variety	Generally good sentence variety	Inconsistent sentence variety	Little or no sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Self-assessment Rubric

Student's writing demonstrates:

	4	3	2	1
Awareness of Writing Strengths and Weaknesses	Excellent awareness of writing strengths and weaknesses	Good awareness of writing strengths and weaknesses	Unclear or undeveloped awareness of writing strengths and weaknesses	Poor or little awareness of writing strengths and weaknesses
Details and Specificity	Excellent details and specificity in describing strengths and weaknesses	Generally good details and specificity in describing strengths and weaknesses	Limited use of details and specificity in describing strengths and weaknesses	Poor use of details and specificity in describing strengths and weaknesses
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Narrative Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Plot, Context, and Setting	Well-established plot, context, and setting	Mostly well-established plot, context, and setting	Limited establishment of plot, context, and setting	No development of plot, context, and setting
Point of View	Point of view is consistent and appropriate to narrative	Point of view is generally consistent and appropriate to narrative	Point of view is somewhat consistent and appropriate to narrative	Point of view is inconsistent and inappropriate to narrative--- switches in point of view may hinder reader's understanding
Sensory Details and Concrete Language	Includes excellent sensory details and concrete language	Generally includes good sensory details and concrete language	Poor sensory details and use of concrete language	Few sensory details and poor use of concrete language
Use of a Variety of Narrative Devices	Excellent use of a variety of narrative devices (i.e., dialogue and suspense)	Mostly good use of a variety of narrative devices	Limited use of narrative devices; may lack variety or be inconsistently applied	No variety of narrative devices
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Expository Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Thesis and Purpose	Clearly stated thesis/purpose	Stated thesis/purpose is generally clear	Thesis/purpose is implied but not clearly stated	No clear thesis/purpose
Idea Development	Excellent development of the student's ideas	Good development of ideas	Limited or inconsistent development of ideas	Poor idea development
Details and Specificity (Evidence to Support the Thesis)	Excellent details and specificity that support the writing's thesis	Generally good details and specificity	Limited or inconsistent details and specificity	Poor details and specificity
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-paragraph construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Response to Literature Rubric

Student's writing demonstrates:

	4	3	2	1
Development of Interpretation	Well-developed interpretation, exhibiting careful reading, understanding, and insight	Mostly well-developed interpretation, exhibiting generally careful reading, understanding, and insight	Inconsistent development of interpretation; writing is mostly summary	No development of interpretation; writing may be all summary
Use of Textual Examples	Excellent use of textual examples to support student's interpretation	Generally good use of textual examples to support student's interpretation	Inconsistent use of textual examples to support student's interpretation	No use of textual examples to support student's interpretation
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Persuasive Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Clarity of Position	Extremely clear position on a proposition or proposal in a clearly presented, compelling thesis statement	Clear position on a proposition or proposal, presented in a thesis statement	Position is implied, but not clearly stated in a thesis statement	No clear position
Relevant Evidence	All evidence is relevant and well-used	Most evidence is relevant and well-used	Most evidence is relevant, though some evidence may be irrelevant to the essay's position, or evidence may be limited	Mostly irrelevant evidence (there is a disconnect between the evidence and the position)
Consideration of Concerns and Opposing Arguments	Well-written and well-developed consideration of concerns and opposing arguments	Mostly well-written and fairly well-developed consideration of concerns and opposing arguments	Limited consideration of concerns and opposing arguments	Poorly written or no consideration of concerns and opposing arguments
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 6
Research Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Definition of Research Topic	Research topic narrowly defined so as to be thoroughly covered	Research topic mostly narrowly defined so as to be mostly well covered	Research topic is not narrowly defined or very well covered	Research topic is poorly defined and not covered
Main Ideas	Main ideas are well developed with facts, details, examples, and explanations	Main ideas are mostly well developed with facts, details, examples, and explanations	Main ideas are not very well developed with facts, details, examples, and explanations	Main ideas are poorly developed
Use of Sources	Essay uses a variety of authoritative sources (i.e., periodicals, books, online sources, etc.)	Essay uses some variety of mostly authoritative sources	Limited use of sources, may lack a variety of sources	No indication of sources used
Bibliography	Includes a bibliography in correct format	Includes a bibliography mostly in correct format	Bibliography present, but does not follow correct format	Does not include a bibliography
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Self-assessment Rubric

Student's writing demonstrates:

	4	3	2	1
Awareness of Writing Strengths and Weaknesses	Excellent awareness of writing strengths and weaknesses	Good awareness of writing strengths and weaknesses	Unclear or undeveloped awareness of writing strengths and weaknesses	Poor or little awareness of writing strengths and weaknesses
Details and Specificity	Excellent details and specificity in describing strengths and weaknesses	Generally good details and specificity in describing strengths and weaknesses	Limited use of details and specificity in describing strengths and weaknesses	Poor use of details and specificity in describing strengths and weaknesses
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Narrative Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Plot, Context, and Setting	Well-established plot, context, and setting	Mostly well-established plot, context, and setting	Limited establishment of plot, context, and setting	No development of plot, context, and setting
Character Development	Excellent development of major and minor characters	Generally good development of major and minor characters	Flat or stereotypical development of major and minor characters	Poor or little development of major and minor characters
Sensory Details and Concrete Language	Includes excellent sensory details and concrete language	Generally includes good sensory details and concrete language	Poor sensory details and use of concrete language	Few sensory details and poor use of concrete language
Use of a Variety of Narrative Devices	Excellent use of a variety of narrative devices (i.e., dialogue and suspense)	Mostly good use of a variety of narrative devices	Limited use of narrative devices; may lack variety or be inconsistently applied	No variety of narrative devices
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Expository Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Thesis and Purpose	Clearly stated thesis/purpose	Stated thesis/purpose is generally clear	Thesis/purpose is implied but not clearly stated	No clear thesis/purpose
Idea Development	Excellent development of the student's ideas	Good development of ideas	Limited or inconsistent development of ideas	Poor idea development
Details and Specificity (Evidence to Support Thesis)	Excellent details and specificity that support the writing's thesis	Generally good details and specificity	Limited or inconsistent details and specificity	Poor details and specificity
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Summary Rubric

Student's writing demonstrates:

	4	3	2	1
Identification of Main Ideas	Clearly presented identification of the article's main ideas	Mostly clear identification of the article's main ideas	Article's main ideas suggested at, but not clearly identified	No or limited identification of the article's main ideas
Identification of Details that Support Main Ideas	Excellent identification of the most important details that support main ideas	Generally good identification of the most important details that support main ideas	Poor identification of the most important details that support main ideas	Little or no identification of the most important details that support main ideas
Use of Sources	Excellent summary and/or paraphrase in own words and excellent use of quotations	Generally good summary and/or paraphrase in own words and good use of quotations	Summary and/or paraphrase generally not in own words with substantial copying of key phrases	Summary not in own words with copying of most phrases and sentences
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Response to Literature Rubric

Student's writing demonstrates:

	4	3	2	1
Development of Interpretation	Well-developed interpretation, exhibiting careful reading, understanding, and insight	Mostly well-developed interpretation, exhibiting generally careful reading, understanding, and insight	Inconsistent development of interpretation; writing is mostly summary	No development of interpretation; writing may be all summary
Use of Textual Examples	Excellent use of textual examples to support student's interpretation	Generally good use of textual examples to support student's interpretation	Inconsistent use of textual examples to support student's interpretation	No use of textual examples to support student's interpretation
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 7
Persuasive Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Clarity of Position	Extremely clear position on a proposition or proposal in a clearly presented, compelling thesis statement	Clear position on a proposition or proposal, presented in a thesis statement	Position is implied, but not clearly stated in a thesis statement	No clear position
Relevant Evidence	All evidence is relevant and well-used	Most evidence is relevant and well-used	Most evidence is relevant, though some evidence may be irrelevant to the essay's position, or evidence may be limited	Mostly irrelevant evidence (there is a disconnect between the evidence and the position)
Consideration of Concerns and Opposing Arguments	Well-written and well-developed consideration of concerns and opposing arguments	Mostly well-written and fairly well-developed consideration of concerns and opposing arguments	Limited consideration of concerns and opposing arguments	Poorly written or no consideration of concerns and opposing arguments
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Annotated Bibliography Rubric

Student: _____

Date: _____

	4	3	2	1
Variety of Sources	Annotated bibliography includes the required variety of sources (at least 1 book, 1 periodical, 1 online source, and at least 5 sources in all)	Annotated bibliography includes a generally good variety of sources	Annotated bibliography includes several sources, but variety is limited	Annotated bibliography includes few or limited sources
Bibliography Format	Each source is indicated in correct bibliography format	Each source is indicated in mostly correct bibliography format	Bibliography entries are included, but the format is generally incorrect	No bibliography entries
Annotations	Excellent annotations of each source include brief summary of the source and thoughtful insight on the source's usefulness	Generally good annotations of each source	Inconsistent annotations (may be all or mostly summary with little insight)	Poor or lacking annotations

EVALUATOR'S SUGGESTIONS FOR USING THE ANNOTATED BIBLIOGRAPHY TO WRITE A RESEARCH PAPER:

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Grade 7
Research Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Definition of Research Topic	Research topic narrowly defined so as to be thoroughly covered	Research topic mostly narrowly defined so as to be mostly well covered	Research topic is not narrowly defined or very well covered	Research topic is poorly defined and not covered
Main Ideas	Main ideas are well developed with facts, details, examples, and explanations	Main ideas are mostly well developed with facts, details, examples, and explanations	Main ideas are not very well developed with facts, details, examples, and explanations	Main ideas are poorly developed
Use of Sources	Essay uses a variety of authoritative sources (i.e., periodicals, books, online sources, etc.)	Essay uses some variety of mostly authoritative sources	Limited use of sources, may lack a variety of sources	No indication of sources used
Bibliography	Includes a bibliography in correct format	Includes a bibliography mostly in correct format	Bibliography present, but does not follow correct format	Does not include a bibliography
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Self-assessment Rubric

Student's writing demonstrates:

	4	3	2	1
Awareness of Writing Strengths and Weaknesses	Excellent awareness of writing strengths and weaknesses	Good awareness of writing strengths and weaknesses	Unclear or undeveloped awareness of writing strengths and weaknesses	Poor or little awareness of writing strengths and weaknesses
Details and Specificity	Excellent details and specificity in describing strengths and weaknesses	Generally good details and specificity in describing strengths and weaknesses	Limited use of details and specificity in describing strengths and weaknesses	Poor use of details and specificity in describing strengths and weaknesses
Description of Writing Process	Excellent and thoughtful description of writing process	Good description of writing process	Description of writing process could use more detail	Little or no description of writing process
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Narrative Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Plot, Context, and Setting	Well-established plot, context, and setting	Mostly well-established plot, context, and setting	Limited establishment of plot, context, and setting	No development of plot, context, and setting
Character Development	Excellent development of major and minor characters	Generally good development of major and minor characters	Flat or stereotypical development of major and minor characters	Poor or little development of major and minor characters
Point of View	Point of view is consistent and appropriate to narrative	Point of view is generally consistent and appropriate to narrative	Point of view is somewhat consistent and appropriate to narrative	Point of view is inconsistent and inappropriate to narrative
Sensory Details and Concrete Language	Includes excellent sensory details and concrete language	Generally includes good sensory details and concrete language	Poor sensory details and use of concrete language	Few sensory details and poor use of concrete language
Use of a Variety of Narrative Devices	Excellent use of a variety of narrative devices (i.e., dialogue, action, and suspense)	Mostly good use of a variety of narrative devices	Limited use of narrative devices; may lack variety or be inconsistently applied	No variety of narrative devices
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Expository Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Thesis and Purpose	Clearly stated thesis/purpose	Stated thesis/purpose is generally clear	Thesis/purpose is implied but not clearly stated	No clear thesis/purpose
Idea Development	Excellent development of the student's ideas	Good development of ideas	Limited or inconsistent development of ideas	Poor idea development
Details and Specificity (Evidence to Support Thesis)	Excellent details and specificity that support the writing's thesis	Generally good details and specificity	Limited or inconsistent details and specificity	Poor details and specificity
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Response to Literature Rubric

Student's writing demonstrates:

	4	3	2	1
Development of Interpretation	Well-developed interpretation, exhibiting careful reading, understanding, and insight	Mostly well-developed interpretation, exhibiting generally careful reading, understanding, and insight	Inconsistent development of interpretation; writing is mostly summary	No development of interpretation; writing may be all summary
Use of Textual Examples	Excellent use of textual examples to support student's interpretation	Generally good use of textual examples to support student's interpretation	Inconsistent use of textual examples to support student's interpretation	No use of textual examples to support student's interpretation
Response to Author's Techniques	Excellent response to the author's techniques	Generally good response to the author's techniques	Limited or poor response to the author's techniques	No response to the author's techniques
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Variety of Sentences	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Persuasive Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Clarity of Position	Extremely clear position in a clearly presented, compelling thesis statement	Clear position on a proposition or proposal, presented in a thesis statement	Position is implied, but not clearly stated in a thesis statement	No clear position
Relevant Evidence	All evidence is relevant and well-used	Most evidence is relevant and well-used	Most evidence is relevant, though some evidence may be irrelevant to the essay's position, or evidence may be limited	Mostly irrelevant evidence (there is a disconnect between the evidence and the position)
Consideration of Concerns and Opposing Arguments	Well-written and well-developed consideration of concerns and opposing arguments	Mostly well-written and fairly well-developed consideration of concerns and opposing arguments	Limited consideration of concerns and opposing arguments	Poorly written or no consideration of concerns and opposing arguments
Distinction Between Facts and Opinions	Clear distinction between facts and opinions	Generally clear distinction between facts and opinions	Generally poor distinction between facts and opinions	No distinction between facts and opinions
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

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Grade 8
Research Writing Rubric

Student's writing demonstrates:

	4	3	2	1
Definition of Research Topic	Research topic narrowly defined so as to be thoroughly covered	Research topic mostly narrowly defined so as to be mostly well covered	Research topic is not narrowly defined or very well covered	Research topic is poorly defined and not covered
Main Ideas	Main ideas are well developed with facts, details, examples, and explanations	Main ideas are mostly well developed with facts, details, examples, and explanations	Main ideas are not very well developed with facts, details, examples, and explanations	Main ideas are poorly developed
Use of Sources	Essay uses a variety of authoritative sources (i.e., periodicals, books, online sources, etc.)	Essay uses some variety of mostly authoritative sources	Limited use of sources, may lack a variety of sources	No indication of sources used
Bibliography	Includes a bibliography in correct format	Includes a bibliography mostly in correct format	Bibliography present, but does not follow correct format	Does not include a bibliography
Introduction and Conclusion	Excellent introduction and conclusion	Good introduction and conclusion	Weak or undeveloped introduction and conclusion	Lacks introduction and conclusion
Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent use of multi-paragraph construction	Lacks multi-paragraph construction
Effective Transitions	Excellent use of effective transitions	Generally good use of effective transitions	Inconsistent use of effective transitions	Few or no transitions
Sentence Variety	Excellent variety of compound and compound-complex sentences	Generally consistent variety of sentences	Inconsistent variety of sentences	Poor sentence variety
Word Choice	Excellent and appropriate word choice for the essay's purpose and audience	Generally good word choice for the essay's purpose and audience	Generally poor word choice for the essay's purpose and audience	Poor word choice for the essay's purpose and audience
Mechanics of Writing	Few to no errors in grammar, punctuation, capitalization and spelling	Few errors in grammar, punctuation, capitalization and spelling	Many errors in grammar, punctuation, capitalization and spelling	Errors in grammar, punctuation, capitalization and spelling that interfere with reader's understanding

Get help with writing questions by emailing the Gorman Writing Program.

For creative writing such as stories, poems, and narratives, email: writing-creative@gormanlc.com.

For academic writing such as exposition, analysis, persuasion, response to literature, and research papers, email: writing-advice@gormanlc.com.

Student's name: _____

Self-assessment Writing

5 Writing demonstrates:

- i) Excellent awareness of writing strengths and weaknesses
- ii) Excellent, clear description of writing process
- iii) Excellent attention to diction and use of appropriate language/terms to discuss writing
- iv) Well-developed and thoughtful discussion of writing
- v) Excellent command of standard English conventions and complex sentence structure
- vi) Few or no errors in grammar, punctuation, capitalization, and spelling
- vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- i) Good awareness of writing strengths and weaknesses
- ii) Good, usually clear description of writing process
- iii) Good attention to diction and use of appropriate language/terms to discuss writing
- iv) Developed discussion of writing with some depth and insight
- v) Generally good command of standard English conventions and complex sentence structure
- vi) Some errors in grammar, punctuation, capitalization, and spelling
- vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- i) Adequate awareness of writing strengths and weaknesses
- ii) Adequate, usually clear description of writing process
- iii) Adequate attention to diction and use of appropriate language/terms to discuss writing
- iv) Adequate discussion of writing with some depth and insight
- v) Generally adequate command of standard English conventions and complex sentence structure
- vi) Many errors in grammar, punctuation, capitalization, and spelling
- vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers

2 Writing demonstrates:

- i) Minimal awareness of writing strengths and weaknesses
- ii) Poor description of writing process
- iii) Minimal attention to diction and use of appropriate language/terms to discuss writing
- iv) Poor discussion of writing with little depth or insight
- v) Generally poor command of standard English conventions and complex sentence structure
- vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- i) Lack of awareness of writing strengths and weaknesses
- ii) Little to no description of writing process
- iii) Inappropriate diction and use of language/terms to discuss writing
- iv) Discussion of writing lacks depth or insight
- v) Poor command of standard English conventions and complex sentence structure
- vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- vii) Writing is mostly vague, general, or flat

Student's name: _____

Expository Writing

5 Writing demonstrates:

- ◆ i) Good, consistent organization and focus with a controlling main idea as the thesis
- ◆ ii) Excellent attention to purpose and audience
- ◆ iii) Excellent use of proper diction and tone
- ◆ iv) Excellent development of the main idea through supporting statements
- ◆ v) Excellent command of standard English conventions and complex sentence structure
- ◆ vi) Few or no errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- ◆ i) Generally consistent organization and focus with a controlling main idea as the thesis
- ◆ ii) Generally good attention to purpose and audience
- ◆ iii) Generally good use of proper diction and tone
- ◆ iv) Generally good development of the main idea through supporting statements
- ◆ v) Generally good command of standard English conventions and complex sentence structure
- ◆ vi) Some errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- ◆ i) Adequate organization and focus with a controlling main idea as the thesis
- ◆ ii) Adequate attention to purpose and audience
- ◆ iii) Adequate use of proper diction and tone
- ◆ iv) Adequate development of the main idea through supporting statements
- ◆ v) Adequate command of standard English conventions and complex sentence structure
- ◆ vi) Many errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- ◆

2 Writing demonstrates:

- ◆ i) Generally inconsistent organization without a controlling main idea
- ◆ ii) Uneven attention to purpose and audience
- ◆ iii) Inadequate use of proper diction and tone
- ◆ iv) Uneven development of the main idea through supporting statements
- ◆ v) Generally poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- ◆ vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- ◆ i) Poor organization without a controlling main idea
- ◆ ii) Little attention to purpose and audience
- ◆ iii) Poor use of proper diction and tone
- ◆ iv) Poor development of the main idea through supporting statements
- ◆ v) Poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- ◆ vii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Reflective Narrative Writing

- 5 Writing demonstrates:**
- i) Well developed plot line and narrative action, including excellent use of a narrative voice and dialogue
 - ii) Well-defined setting, and good character development, including secondary characters
 - iii) Excellent use of figurative language devices
 - iv) Excellent attention to diction and tone adding to the freshness of the narrative
 - v) Effective establishment of mood, creating wonderful elements of suspense
 - vi) Well-developed and thoughtful theme
 - vii) Excellent command of standard English conventions and complex sentence structure
 - viii) Few or no errors in grammar, punctuation, capitalization, and spelling
 - ix) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Fairly well developed plot line and narrative action with good use of narrative voice and dialogue
 - ii) Defined setting and good primary character development, but secondary characters lack good definition
 - iii) Good use of some figurative language devices, but not fully developed
 - iv) Attention to diction and tone evident
 - v) Good establishment of mood, with some suspense
 - vi) Developed theme with some depth and insight
 - vii) Generally good command of standard English conventions and complex sentence structure
 - viii) Some errors in grammar, punctuation, capitalization, and spelling
 - ix) Generally good use of precise language, active voice, sensory details, and appropriate modifiers
- 3 Writing demonstrates:**
- i) Uneven development of plot line and narrative action with adequate use of narrative voice and dialogue
 - ii) Adequately defined setting and good primary character development, but secondary characters lack good definition
 - iii) Adequate use of some figurative language devices, but not fully developed
 - iv) Diction and tone evident but not consistent
 - v) Adequate establishment of mood, with some suspense
 - vi) Adequate development of theme with uneven depth and insight
 - vii) Adequate command of standard English conventions and complex sentence structure
 - viii) Many errors in grammar, punctuation, capitalization, and spelling
 - ix) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- 2 Writing demonstrates:**
- i) Minimally developed plot line and narrative action, with an unclear use of a narrative voice and little use of dialogue
 - ii) Poorly defined setting, and the primary and secondary characters are not well-developed
 - iii) Little use of figurative language devices
 - iv) Diction and tone evident but the narrative lacks originality
 - v) Mood not clearly established nor consistently maintained
 - vi) Ineffective theme with little depth or insight
 - vii) Generally poor command of standard English conventions and complex sentence structure
 - viii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
 - ix) Occasional use of precise language, active voice, sensory details, and appropriate modifiers
- 1 Writing demonstrates:**
- i) Lack of a developed plot line and use of dialogue
 - ii) Unclear placement of the action and the characters are flat and undeveloped
 - iii) Little or no use of figurative language
 - iv) No evidence of purposeful use of diction or tone
 - v) No sense of mood
 - vi) Limited theme without depth or insight
 - vii) Poor command of standard English conventions and complex sentence structure
 - viii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
 - ix) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Response to Literature

- 5 Writing demonstrates:**
- i) Very thoughtful and comprehensive comparison of works that express similar themes
 - ii) Deep analysis of relationships between main and secondary characters
 - iii) Accurate and coherent interpretation of the author's use of literary devices
 - iv) Thoughtful and well-developed analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Thoughtful and specific use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Excellent command of standard English conventions and complex sentence structure
 - vii) Few or no errors in grammar, punctuation, capitalization, and spelling
 - viii) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Thoughtful and comprehensive comparison of works that express similar themes
 - ii) Good, but analysis of relationships between main and secondary characters could be more developed
 - iii) Interpretation of the author's use of literary devices mostly accurate and coherent
 - iv) Fairly well-developed but somewhat limited analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Specific use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Generally good command of standard English conventions and complex sentence structure
 - vii) Some errors in grammar, punctuation, capitalization, and spelling
 - viii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers
- 3 Writing demonstrates:**
- i) Fairly thoughtful and comprehensive comparison of works that express similar themes
 - ii) Good, but somewhat superficial analysis of relationships between main and secondary characters
 - iii) Interpretation of the author's use of literary devices could be better developed
 - iv) Adequate development with limited analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Adequate use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Adequate command of standard English conventions and complex sentence structure
 - vii) Many errors in grammar, punctuation, capitalization, and spelling
 - viii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- 2 Writing demonstrates:**
- i) Limited comparison of works that express similar themes
 - ii) Superficial analysis of relationships between main and secondary characters
 - iii) Interpretation of the author's use of literary devices lacks consistent accuracy and coherence
 - iv) Discussion of author's use of diction, tone, theme, or figurative language present but not developed
 - v) Insufficient use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Generally poor command of standard English conventions and complex sentence structure
 - vii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
 - viii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers
- 1 Writing demonstrates:**
- i) Little or no comparison of works that express similar themes
 - ii) Lacks analysis of relationships between main and secondary characters
 - iii) Inaccurate and incoherent interpretation of the author's use of literary devices
 - iv) Discussion of author's use of diction, tone, theme, or figurative language neither present nor developed
 - v) No use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Poor command of standard English conventions and complex sentence structure
 - vii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's
 - viii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Revision Writing

5 Writing demonstrates:

- i) Overall revisions result in an excellent revised essay
- ii) Excellent additions to and/or omissions on essay
- iii) Revised essay very attentive to evaluator's comments on initial draft
- iv) Revised essay reveals student thinking independently and in command of essay
- v) Additional one-page self-assessment narrative very aware of revision process
- vi) Excellent command of standard English conventions and complex sentence structure
- vii) Few or no errors in grammar, punctuation, capitalization, and spelling
- viii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- i) Overall revisions result in very good revised essay
- ii) Good additions to and/or omissions on essay
- iii) Revised essay attentive to evaluator's comments on initial draft
- iv) Revised essay reveals good independence of thought and command of essay
- v) Additional one-page self-assessment narrative aware of revision process
- vi) Generally good command of standard English conventions and complex sentence structure
- vii) Some errors in grammar, punctuation, capitalization, and spelling
- viii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- i) Overall revisions result in an adequately revised essay
- ii) Some good additions to and/or omissions on essay
- iii) Revised essay somewhat attentive to evaluator's comments on initial draft
- iv) Revised essay reveals some independence of thought and command of essay
- v) Additional one-page self-assessment narrative somewhat aware of revision process
- vi) Adequate good command of standard English conventions and complex sentence structure
- vii) Many errors in grammar, punctuation, capitalization, and spelling
- viii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers

2 Writing demonstrates:

- i) Overall revisions improve the essay somewhat
- ii) Additions to and/or omissions on essay uneven
- iii) Revised essay not very attentive to evaluator's comments on initial draft
- iv) Revised essay reveals not much independence of thought or command of essay
- v) Additional one-page self-assessment narrative not very aware of revision process
- vi) Generally poor command of standard English conventions and complex sentence structure
- vii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- viii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- i) Overall revisions are ineffective
- ii) Additions to and/or omissions on essay do not improve it overall
- iii) Revised essay not attentive at all to evaluator's comments on initial draft
- iv) Revised essay reveals no independence of thought or command of essay
- v) Additional one-page self-assessment narrative not at all aware of revision process
- vi) Poor command of standard English conventions and complex sentence structure
- vii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- viii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Persuasive Writing

5 Writing demonstrates:

- ◆ i) Well-chosen, excellent use of diction and tone for intended audience
- ◆ ii) Well-developed and effective organization of arguments
- ◆ iii) Well-written and original defense of a position with precise and relevant evidence
- ◆ iv) Authoritative and convincing argument that addresses the reader's concerns, biases, and expectations
- ◆ v) Excellent command of standard English conventions and complex sentence structure
- ◆ vi) Few or no errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- ◆ i) Good use of diction and tone for intended audience
- ◆ ii) Effective organization of arguments with a few underdeveloped points
- ◆ iii) Effective defense of a position with relevant evidence
- ◆ iv) Convincing argument that addresses the reader's concerns, biases, and expectations
- ◆ v) Generally good command of standard English conventions and complex sentence structure
- ◆ vi) Some errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- ◆ i) Adequate use of diction and tone for intended audience
- ◆ ii) Adequate organization of arguments with several underdeveloped points
- ◆ iii) Adequate defense of a position with fairly relevant evidence
- ◆ iv) Somewhat convincing argument that addresses the reader's concerns, biases, and expectations
- ◆ v) Adequate command of standard English conventions and complex sentence structure
- ◆ vi) Many errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers

2 Writing demonstrates:

- ◆ i) Some inappropriate use of diction and tone for intended audience
- ◆ ii) Some disorganized arguments with many underdeveloped points
- ◆ iii) Defense of a position with some irrelevant evidence
- ◆ iv) Most arguments that address the reader's concerns, biases, and expectations are unconvincing
- ◆ v) Generally poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- ◆ vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- ◆ i) Inappropriate use of diction and tone for intended audience
- ◆ ii) Disorganized arguments with underdeveloped points
- ◆ iii) Ineffective defense of a position with irrelevant evidence
- ◆ iv) Unconvincing arguments meant to address the reader's concerns, biases, and expectations
- ◆ v) Poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- ◆ vii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Research Writing

- 5 Writing demonstrates:**
- i) Excellent research techniques and clear evidence of primary and secondary sources
 - ii) Well-developed comparison and contrast of ideas from different source material
 - iii) Excellent integration of quotations and citations while maintaining a flow of ideas
 - iv) Overall appropriate use of conventions for documentation in the text, notes, and bibliographies
 - v) Excellent command of standard English conventions and complex sentence structure
 - vi) Few or no errors in grammar, punctuation, capitalization, and spelling
 - vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Good research techniques and mostly clear evidence of primary and secondary sources
 - ii) Comparison and contrast of ideas from different source material effective but lacking some clear development
 - iii) Good integration of quotations and citations and fairly effective flow of ideas
 - iv) Overall appropriate use of conventions with a few errors in documentation in the text, notes, and/or bibliographies
 - v) Generally good command of standard English conventions and complex sentence structure
 - vi) Some errors in grammar, punctuation, capitalization, and spelling
 - vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers
- 3 Writing demonstrates:**
- i) Adequate research techniques and some clear evidence of primary and secondary sources
 - ii) Adequate comparison and contrast of ideas from different source material
 - iii) Adequate integration of quotations and citations but flow of ideas not as well maintained
 - iv) Adequate use of conventions with several errors in documentation in the text, notes, and/or bibliographies
 - v) Adequate good command of standard English conventions and complex sentence structure
 - vi) Many errors in grammar, punctuation, capitalization, and spelling
 - vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- 2 Writing demonstrates:**
- i) Research techniques with unclear evidence of primary and secondary sources
 - ii) Unclear development of comparison and contrast of ideas from different source material
 - iii) Integration of quotations and citations and flow of ideas not well maintained
 - iv) Poor use of conventions with many errors in documentation in the text, notes, and/or bibliographies
 - v) Generally poor command of standard English conventions and complex sentence structure
 - vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
 - vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers
- 1 Writing demonstrates:**
- i) Poor research techniques with little evidence of primary and secondary sources
 - ii) Little evidence of development of comparison and contrast of ideas from different source material
 - iii) Few integrated quotations and citations and a convoluted flow of ideas
 - iv) Serious errors in use of conventions and documentation in the text, notes, and/or bibliographies
 - v) Poor command of standard English conventions and complex sentence structure
 - vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
 - vii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Self-assessment Writing

5 Writing demonstrates:

- i) Excellent awareness of writing strengths and weaknesses
- ii) Excellent, clear description of writing process
- iii) Excellent attention to diction and use of appropriate language/terms to discuss writing
- iv) Well-developed and thoughtful discussion of writing
- v) Excellent command of standard English conventions and complex sentence structure
- vi) Few or no errors in grammar, punctuation, capitalization, and spelling
- vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- i) Good awareness of writing strengths and weaknesses
- ii) Good, usually clear description of writing process
- iii) Good attention to diction and use of appropriate language/terms to discuss writing
- iv) Developed discussion of writing with some depth and insight
- v) Generally good command of standard English conventions and complex sentence structure
- vi) Some errors in grammar, punctuation, capitalization, and spelling
- vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- i) Adequate awareness of writing strengths and weaknesses
- ii) Adequate, usually clear description of writing process
- iii) Adequate attention to diction and use of appropriate language/terms to discuss writing
- iv) Adequate discussion of writing with some depth and insight
- v) Generally adequate command of standard English conventions and complex sentence structure
- vi) Many errors in grammar, punctuation, capitalization, and spelling
- vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers

2 Writing demonstrates:

- i) Minimal awareness of writing strengths and weaknesses
- ii) Poor description of writing process
- iii) Minimal attention to diction and use of appropriate language/terms to discuss writing
- iv) Poor discussion of writing with little depth or insight
- v) Generally poor command of standard English conventions and complex sentence structure
- vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- i) Lack of awareness of writing strengths and weaknesses
- ii) Little to no description of writing process
- iii) Inappropriate diction and use of language/terms to discuss writing
- iv) Discussion of writing lacks depth or insight
- v) Poor command of standard English conventions and complex sentence structure
- vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- vii) Writing is mostly vague, general, or flat

Student's name: _____

Expository Writing

5 Writing demonstrates:

- ◆ i) Good, consistent organization and focus with a controlling main idea as the thesis
- ◆ ii) Excellent attention to purpose and audience
- ◆ iii) Excellent use of proper diction and tone
- ◆ iv) Excellent development of the main idea through supporting statements
- ◆ v) Excellent command of standard English conventions and complex sentence structure
- ◆ vi) Few or no errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- ◆ i) Generally consistent organization and focus with a controlling main idea as the thesis
- ◆ ii) Generally good attention to purpose and audience
- ◆ iii) Generally good use of proper diction and tone
- ◆ iv) Generally good development of the main idea through supporting statements
- ◆ v) Generally good command of standard English conventions and complex sentence structure
- ◆ vi) Some errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- ◆ i) Adequate organization and focus with a controlling main idea as the thesis
- ◆ ii) Adequate attention to purpose and audience
- ◆ iii) Adequate use of proper diction and tone
- ◆ iv) Adequate development of the main idea through supporting statements
- ◆ v) Adequate command of standard English conventions and complex sentence structure
- ◆ vi) Many errors in grammar, punctuation, capitalization, and spelling
- ◆ vii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- ◆

2 Writing demonstrates:

- ◆ i) Generally inconsistent organization without a controlling main idea
- ◆ ii) Uneven attention to purpose and audience
- ◆ iii) Inadequate use of proper diction and tone
- ◆ iv) Uneven development of the main idea through supporting statements
- ◆ v) Generally poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- ◆ vii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- ◆ i) Poor organization without a controlling main idea
- ◆ ii) Little attention to purpose and audience
- ◆ iii) Poor use of proper diction and tone
- ◆ iv) Poor development of the main idea through supporting statements
- ◆ v) Poor command of standard English conventions and complex sentence structure
- ◆ vi) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- ◆ vii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Reflective Narrative Writing

- 5 Writing demonstrates:**
- i) Well developed plot line and narrative action, including excellent use of a narrative voice and dialogue
 - ii) Well-defined setting, and good character development, including secondary characters
 - iii) Excellent use of figurative language devices
 - iv) Excellent attention to diction and tone adding to the freshness of the narrative
 - v) Effective establishment of mood, creating wonderful elements of suspense
 - vi) Well-developed and thoughtful theme
 - vii) Excellent command of standard English conventions and complex sentence structure
 - viii) Few or no errors in grammar, punctuation, capitalization, and spelling
 - ix) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Fairly well developed plot line and narrative action with good use of narrative voice and dialogue
 - ii) Defined setting and good primary character development, but secondary characters lack good definition
 - iii) Good use of some figurative language devices, but not fully developed
 - iv) Attention to diction and tone evident
 - v) Good establishment of mood, with some suspense
 - vi) Developed theme with some depth and insight
 - vii) Generally good command of standard English conventions and complex sentence structure
 - viii) Some errors in grammar, punctuation, capitalization, and spelling
 - ix) Generally good use of precise language, active voice, sensory details, and appropriate modifiers
- 3 Writing demonstrates:**
- i) Uneven development of plot line and narrative action with adequate use of narrative voice and dialogue
 - ii) Adequately defined setting and good primary character development, but secondary characters lack good definition
 - iii) Adequate use of some figurative language devices, but not fully developed
 - iv) Diction and tone evident but not consistent
 - v) Adequate establishment of mood, with some suspense
 - vi) Adequate development of theme with uneven depth and insight
 - vii) Adequate command of standard English conventions and complex sentence structure
 - viii) Many errors in grammar, punctuation, capitalization, and spelling
 - ix) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- 2 Writing demonstrates:**
- i) Minimally developed plot line and narrative action, with an unclear use of a narrative voice and little use of dialogue
 - ii) Poorly defined setting, and the primary and secondary characters are not well-developed
 - iii) Little use of figurative language devices
 - iv) Diction and tone evident but the narrative lacks originality
 - v) Mood not clearly established nor consistently maintained
 - vi) Ineffective theme with little depth or insight
 - vii) Generally poor command of standard English conventions and complex sentence structure
 - viii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
 - ix) Occasional use of precise language, active voice, sensory details, and appropriate modifiers
- 1 Writing demonstrates:**
- i) Lack of a developed plot line and use of dialogue
 - ii) Unclear placement of the action and the characters are flat and undeveloped
 - iii) Little or no use of figurative language
 - iv) No evidence of purposeful use of diction or tone
 - v) No sense of mood
 - vi) Limited theme without depth or insight
 - vii) Poor command of standard English conventions and complex sentence structure
 - viii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
 - ix) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Response to Literature

- 5** **Writing demonstrates:**
- i) Very thoughtful and comprehensive comparison of works that express similar themes
 - ii) Deep analysis of relationships between main and secondary characters
 - iii) Accurate and coherent interpretation of the author's use of literary devices
 - iv) Thoughtful and well-developed analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Thoughtful and specific use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Excellent command of standard English conventions and complex sentence structure
 - vii) Few or no errors in grammar, punctuation, capitalization, and spelling
 - viii) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4** **Writing demonstrates:**
- i) Thoughtful and comprehensive comparison of works that express similar themes
 - ii) Good, but analysis of relationships between main and secondary characters could be more developed
 - iii) Interpretation of the author's use of literary devices mostly accurate and coherent
 - iv) Fairly well-developed but somewhat limited analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Specific use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Generally good command of standard English conventions and complex sentence structure
 - vii) Some errors in grammar, punctuation, capitalization, and spelling
 - viii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers
- 3** **Writing demonstrates:**
- i) Fairly thoughtful and comprehensive comparison of works that express similar themes
 - ii) Good, but somewhat superficial analysis of relationships between main and secondary characters
 - iii) Interpretation of the author's use of literary devices could be better developed
 - iv) Adequate development with limited analysis of the author's use of diction and tone and the affect of figurative language devices on tone, mood, and theme
 - v) Adequate use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Adequate command of standard English conventions and complex sentence structure
 - vii) Many errors in grammar, punctuation, capitalization, and spelling
 - viii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers
- 2** **Writing demonstrates:**
- i) Limited comparison of works that express similar themes
 - ii) Superficial analysis of relationships between main and secondary characters
 - iii) Interpretation of the author's use of literary devices lacks consistent accuracy and coherence
 - iv) Discussion of author's use of diction, tone, theme, or figurative language present but not developed
 - v) Insufficient use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Generally poor command of standard English conventions and complex sentence structure
 - vii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
 - viii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers
- 1** **Writing demonstrates:**
- i) Little or no comparison of works that express similar themes
 - ii) Lacks analysis of relationships between main and secondary characters
 - iii) Inaccurate and incoherent interpretation of the author's use of literary devices
 - iv) Discussion of author's use of diction, tone, theme, or figurative language neither present nor developed
 - v) No use of textual examples and details to support analysis of themes and/or issues of an historical period
 - vi) Poor command of standard English conventions and complex sentence structure
 - vii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's
 - viii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Revision Writing

5 Writing demonstrates:

- i) Overall revisions result in an excellent revised essay
- ii) Excellent additions to and/or omissions on essay
- iii) Revised essay very attentive to evaluator's comments on initial draft
- iv) Revised essay reveals student thinking independently and in command of essay
- v) Additional one-page self-assessment narrative very aware of revision process
- vi) Excellent command of standard English conventions and complex sentence structure
- vii) Few or no errors in grammar, punctuation, capitalization, and spelling
- viii) Consistent use of precise language, active voice, sensory details, appropriate modifiers

4 Writing demonstrates:

- i) Overall revisions result in very good revised essay
- ii) Good additions to and/or omissions on essay
- iii) Revised essay attentive to evaluator's comments on initial draft
- iv) Revised essay reveals good independence of thought and command of essay
- v) Additional one-page self-assessment narrative aware of revision process
- vi) Generally good command of standard English conventions and complex sentence structure
- vii) Some errors in grammar, punctuation, capitalization, and spelling
- viii) Generally good use of precise language, active voice, sensory details, and appropriate modifiers

3 Writing demonstrates:

- i) Overall revisions result in an adequately revised essay
- ii) Some good additions to and/or omissions on essay
- iii) Revised essay somewhat attentive to evaluator's comments on initial draft
- iv) Revised essay reveals some independence of thought and command of essay
- v) Additional one-page self-assessment narrative somewhat aware of revision process
- vi) Adequate good command of standard English conventions and complex sentence structure
- vii) Many errors in grammar, punctuation, capitalization, and spelling
- viii) Adequate use of precise language, active voice, sensory details, and appropriate modifiers

2 Writing demonstrates:

- i) Overall revisions improve the essay somewhat
- ii) Additions to and/or omissions on essay uneven
- iii) Revised essay not very attentive to evaluator's comments on initial draft
- iv) Revised essay reveals not much independence of thought or command of essay
- v) Additional one-page self-assessment narrative not very aware of revision process
- vi) Generally poor command of standard English conventions and complex sentence structure
- vii) Errors in grammar, punctuation, capitalization, and spelling may interfere with reader's understanding
- viii) Occasional use of precise language, active voice, sensory details, and appropriate modifiers

1 Writing demonstrates:

- i) Overall revisions are ineffective
- ii) Additions to and/or omissions on essay do not improve it overall
- iii) Revised essay not attentive at all to evaluator's comments on initial draft
- iv) Revised essay reveals no independence of thought or command of essay
- v) Additional one-page self-assessment narrative not at all aware of revision process
- vi) Poor command of standard English conventions and complex sentence structure
- vii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
- viii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Persuasive Writing from Historical/Political Perspective

- 5 Writing demonstrates:**
- i) Well-chosen, excellent use of diction and tone for intended audience
 - ii) Well-developed and effective organization of arguments
 - iii) Well-written and original defense of a position with precise and relevant evidence
 - iv) Authoritative and convincing argument that addresses the reader's concerns, biases, and expectations
 - v) Effective and well-developed use of forms of logical argument—i.e., inductive and deductive reasoning; syllogisms and analogies
 - vi) Excellent command of standard English conventions and complex sentence structure
 - vii) Few or no errors in grammar, punctuation, capitalization, and spelling
 - viii) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Good use of diction and tone for intended audience
 - ii) Effective organization of arguments with a few underdeveloped points
 - iii) Effective defense of a position with relevant evidence
 - iv) Convincing argument that addresses the reader's concerns, biases, and expectations
 - v) Mostly effective and generally well developed use of forms of logical argument—i.e., inductive and deductive reasoning; syllogisms and analogies
 - vi) Generally good command of standard English conventions and complex sentence structure
 - vii) Some errors in grammar, punctuation, capitalization, and spelling
 - viii) Generally consistent use of precise language, active voice, sensory details, appropriate modifiers
- 1 Writing demonstrates:**
- i) Adequate use of diction and tone for intended audience
 - ii) Adequate organization of arguments with several underdeveloped points
 - iii) Adequate defense of a position with fairly relevant evidence
 - iv) Somewhat convincing argument that addresses the reader's concerns, biases, and expectations
 - v) Fairly effective and developed use of forms of logical argument—i.e., inductive and deductive reasoning; syllogisms and analogies
 - vi) Adequate command of standard English conventions and complex sentence structure
 - vii) Many errors in grammar, punctuation, capitalization, and spelling
 - viii) Adequate use of precise language, active voice, sensory details, appropriate modifiers
- 2 Writing demonstrates:**
- i) Some inappropriate use of diction and tone for intended audience
 - ii) Some disorganized arguments with underdeveloped points
 - iii) Defense of a position with some irrelevant evidence
 - iv) Most arguments that address the reader's concerns, biases, and expectations are unconvincing
 - v) Somewhat effective but not well-developed use of forms of logical argument
 - vi) Generally poor command of standard English conventions and complex sentence structure
 - vii) Many errors in grammar, punctuation, capitalization, and spelling that may interfere with the reader's understanding
 - viii) Inconsistent use of precise language, active voice, sensory details, appropriate modifiers
- 1 Writing demonstrates:**
- i) Inappropriate use of diction and tone for intended audience
 - ii) Disorganized arguments with underdeveloped points
 - iii) Ineffective defense of a position with irrelevant evidence
 - iv) Unconvincing arguments meant to address the reader's concerns, biases, and expectations
 - v) Ineffective and undeveloped use of forms of logical argument
 - vi) Poor command of standard English conventions and complex sentence structure
 - vii) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
 - viii) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers

Student's name: _____

Research Writing/Historical Investigation

- 5 Writing demonstrates:**
- i) Complete and well-integrated use of a variety of critical research strategies—i.e., field study, oral history, interview, experiment, and electronic sources
 - ii) Excellent research techniques and clear evidence of primary and secondary sources
 - iii) Well-developed comparison and contrast of ideas from different source material
 - iv) Excellent integration of quotations and citations while maintaining a flow of ideas
 - v) Overall appropriate use of conventions for documentation in the text, notes, and bibliographies
 - vi) Excellent command of elements of discourse (attention to purpose, speaker, and audience)
 - vii) Excellent use of rhetorical devices (parallelism, repetition, and analogy)
 - viii) Excellent command of standard English conventions and complex sentence structure
 - ix) Few or no errors in grammar, punctuation, capitalization, and spelling
 - x) Consistent use of precise language, active voice, sensory details, appropriate modifiers
- 4 Writing demonstrates:**
- i) Mostly complete and fairly well-integrated use of a variety of critical research strategies
 - ii) Good research techniques and mostly clear evidence of primary and secondary sources
 - iii) Comparison and contrast of ideas from different source material lacking some clear development
 - iv) Good integration of quotations and citations and fairly effective flow of ideas
 - v) Overall appropriate use of conventions with a few errors in documentation in the text, notes, and/or bibliographies
 - vi) Generally good command of elements of discourse (attention to purpose, speaker, and audience)
 - vii) Generally good use of rhetorical devices (parallelism, repetition, and analogy)
 - viii) Generally good command of standard English conventions and complex sentence structure
 - ix) Some errors in grammar, punctuation, capitalization, and spelling
 - x) Generally consistent use of precise language, active voice, sensory details, appropriate modifiers
- 3 Writing demonstrates:**
- i) Somewhat complete and adequately integrated use of a variety of critical research strategies
 - ii) Adequate research techniques and some clear evidence of primary and secondary sources
 - iii) Adequate comparison and contrast of ideas from different source material
 - iv) Adequate integration of quotations and citations but flow of ideas not as well maintained
 - v) Adequate use of conventions with several errors in documentation in the text, notes, and/or bibliographies
 - vi) Adequate command of elements of discourse (attention to purpose, speaker, and audience)
 - vii) Adequate use of rhetorical devices (parallelism, repetition, and analogy)
 - viii) Adequate command of standard English conventions and complex sentence structure
 - ix) Many errors in grammar, punctuation, capitalization, and spelling
 - x) Adequate use of precise language, active voice, sensory details, appropriate modifiers
- 2 Writing demonstrates:**
- i) Somewhat complete but not well-integrated use of a variety of critical research strategies
 - ii) Research techniques with unclear evidence of primary and secondary sources
 - iii) Unclear development of comparison and contrast of ideas from different source material
 - iv) Integration of quotations and citations and flow of ideas not well maintained
 - v) Poor use of conventions with many errors in documentation in the text, notes, and/or bibliographies
 - vi) Generally uneven command of elements of discourse (attention to purpose, speaker, and audience)
 - vii) Generally poor use of rhetorical devices (parallelism, repetition, and analogy)
 - viii) Generally poor command of standard English conventions and complex sentence structure
 - ix) Many errors in grammar, punctuation, capitalization, and spelling that may interfere with the reader's understanding
 - x) Inconsistent use of precise language, active voice, sensory details, appropriate modifiers
- 1 Writing demonstrates:**
- i) Incomplete and poorly integrated use of a variety of critical research strategies
 - ii) Poor research techniques with little evidence of primary and secondary sources
 - iii) Little evidence of development of comparison and contrast of ideas from different source material
 - iv) Few integrated quotations and citations and a convoluted flow of ideas
 - v) Serious errors in use of conventions and documentation in the text, notes, and/or bibliographies
 - vi) Uneven or no command of elements of discourse (attention to purpose, speaker, and audience)
 - vii) Poor use of rhetorical devices (parallelism, repetition, and analogy)
 - viii) Poor command of standard English conventions and complex sentence structure
 - ix) Errors in grammar, punctuation, capitalization, and spelling interfere with reader's understanding
 - x) Rare or no use of precise language, active voice, sensory details, and appropriate modifiers