

**THE SOUTH BRUNSWICK ELEMENTARY WRITING RUBRIC FOR GRADES 3-5 (REVISED SUMMER 2004)**

Writing Dimension	Novice (1)	Developing (2)	Competent (3)	Maturing (4)	Expert (5)
<p><b>AUTHOR'S IMPACT</b> Reflects the author's ability to put his or her distinctive stamp on the paper and engage the reader.</p>	<ul style="list-style-type: none"> <li>• Reader's attention not captured</li> <li>• Voice not present</li> <li>• Ideas are expressed in an ordinary way</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's attention seldom captured</li> <li>• Voice barely present</li> <li>• Ideas are expressed in an ordinary way</li> </ul>	<ul style="list-style-type: none"> <li>• Engages the reader occasionally</li> <li>• Voice present occasionally</li> <li>• Ideas are expressed in an ordinary way</li> </ul>	<ul style="list-style-type: none"> <li>• Generally engages the reader</li> <li>• Voice comes through often</li> <li>• Some ideas are expressed in an ordinary way</li> </ul>	<ul style="list-style-type: none"> <li>• Engages reader from the beginning</li> <li>• Personal voice consistently shines through</li> <li>• Ideas expressed in an original way that helps to capture the reader's attention</li> </ul>
<p><b>FOCUSED IDEAS</b> reflects the author's ability to use appropriate information and details for the purpose or goal of the composition.  For expository only.</p>	<ul style="list-style-type: none"> <li>• Purpose is unclear</li> <li>• Most ideas do not support the topic; more ideas and details are needed</li> <li>• ideas and details are occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is clear in most of the paper</li> <li>• Some ideas support topic while other do not; more ideas and details are needed</li> <li>• ideas and details are mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is clear</li> <li>• All ideas support the topic but some ideas need more details</li> <li>• ideas and details are accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is clear</li> <li>• For the most part, includes ample, appropriate information and supporting details</li> <li>• ideas and details are accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is clear</li> <li>• Consistently includes ample appropriate information and specific supporting details.</li> <li>• ideas and details are accurate</li> </ul>
<p><b>ORGANIZATION</b> reflects the author's ability to present ideas in a logical sequence and each idea builds upon the ideas already presented.</p>	<ul style="list-style-type: none"> <li>• Missing beginning, middle and/or end</li> <li>• Attempts to paragraph are not shown</li> <li>• Ideas are not connected, not easy to follow</li> <li>• Transitional words are missing</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of a beginning, middle and end, but each part not necessarily appropriate to the paper</li> <li>• Some attempts to paragraph are shown (with or without indentations)</li> <li>• Sometimes difficult to follow ideas</li> <li>• Very few transitional words are used to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Has a basic beginning, middle and end with each part appropriate to the paper</li> <li>• Appropriate paragraphing of ideas (with indentations)</li> <li>• Most ideas make sense where placed, but their connections are not always clear.</li> <li>• Transitional words/sentences are used occasionally to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear beginning, middle and end with each part appropriate to the paper</li> <li>• Appropriate paragraphing of ideas (with indentations)</li> <li>• Each idea makes sense and adds to the previous paragraphs</li> <li>• For the most part, transitional words/sentences are used to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Has a well developed beginning, middle and end with each part appropriate to the paper</li> <li>• Appropriate paragraphing ideas (with indentations)</li> <li>• Each idea makes sense and adds to previous paragraphs</li> <li>• Transitional words/sentences are used very effectively to guide the reader</li> </ul>
<p><b>SENTENCES &amp; STYLE</b> reflects the author's ability to write sentences that are varied in structure and results in a stylistic rhythm pleasing to the reader</p>	<ul style="list-style-type: none"> <li>• Sentence length is generally the same</li> <li>• Simplistic sentence are attempted, some are not complete thoughts</li> <li>• Nearly all of the sentence beginnings are the same</li> <li>• Paper sounds choppy throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length is usually the same with an occasional variation</li> <li>• Sentence structure is generally simple</li> <li>• Sentence beginnings are varied by using a small group of ordinary words</li> <li>• Paper sounds choppy in some areas</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length is usually the same with an occasional variation</li> <li>• Some sentence structure variety is evident, but most sentences follow a similar pattern</li> <li>• Sentence beginnings are varied through use of many different words</li> <li>• Paper's rhythm is simple</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length is varied through most of the paper</li> <li>• Sentence structure is varied effectively through most of the paper</li> <li>• Sentence beginnings are mostly varied through use of both different words and phrase structures</li> <li>• Most of the paper has a pleasing rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length is varied effectively throughout the paper</li> <li>• Sentence structure is varied effectively throughout the paper</li> <li>• Sentence beginnings are consistently varied through use of both different word and phrase structures</li> <li>• Paper has a pleasing rhythm from beginning to end</li> </ul>
<p><b>WORD CHOICE</b> reflects the author's ability to use words appropriate to the composition's purpose and help the reader understand the ideas presented</p>	<ul style="list-style-type: none"> <li>• Nearly all of the words used in the paper are ordinary</li> <li>• No attempt to show rather than tell when/where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the words used in the paper are ordinary with an occasional attempt to use words appropriate to the composition</li> <li>• No attempt to show rather than tell when/where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is effective in some part of the paper and includes describing words, strong verbs, and words appropriate to the composition</li> <li>• Attempts to show rather than tell when/where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is effective in most of the paper and includes describing words, strong verbs, and words appropriate to the composition</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is effective throughout the paper and includes a wealth of describing words, strong verbs, descriptive word phrases, and words appropriate to the composition</li> <li>• Shows rather than tells when/where appropriate</li> </ul>
<p><b>LANGUAGE CONVENTIONS</b> reflects the author's ability to apply standard grammar, mechanics, and usage rules and avoid the use of fragments and run-on sentences</p>	<ul style="list-style-type: none"> <li>• Standard language rules are usually not followed</li> <li>• Errors make it difficult to understand most of the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Some standard language rules are evident</li> <li>• Occasionally, the errors make it difficult to understand the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Most standard language rules are followed with some errors</li> <li>• Errors do not make it difficult to understand the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Standard language rules are generally followed with an occasional error</li> <li>• Errors do not make it difficult to understand the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Any errors present in grammar, mechanics, and usage, are not obtrusive and can be attributed to compositional risk</li> <li>• Errors do not make it difficult to understand the writing</li> </ul>

Student \_\_\_\_\_

Composition \_\_\_\_\_

\_\_\_ Author's Impact

\_\_\_ Sentences and Style

\_\_\_ Focused Ideas

\_\_\_ Word Choice

\_\_\_ Organization

\_\_\_ Language Conventions