

Writing Rubric (Transactional) – Elementary Literacy Assessment

Trait	0	1. Experienceing Difficulty	2. Approaching Expectations	3. Meeting Expectations	4. Strong (at the grade level)
<p>Ideas:</p> <ul style="list-style-type: none"> generates ideas and related details to develop and sustain the topic (idea) of the writing task showing an awareness of audience and purpose 	No evidence (blank)	<ul style="list-style-type: none"> topic does not match the prompt no awareness of task <p>OR</p> <ul style="list-style-type: none"> limited (incomplete) details to support main idea lacks evidence of development 	<ul style="list-style-type: none"> topic matches the prompt takes a position few supporting details are present details present but are unclear, irrelevant and/or repetitive (may read like a list) lacks development little awareness of audience and purpose 	<ul style="list-style-type: none"> topic matches the prompt Takes a clear position and supports it with relevant reasons and/or examples details are developed (straight forward and predictable) some unnecessary or distracting information may be present awareness of audience and purpose 	<ul style="list-style-type: none"> topic matches the prompt takes a clear position and supports it consistently details are relevant, effective, specific, and appropriate details are strongly developed and maintained consistently no irrelevant details a clear awareness of audience and purpose
<p>Organization:</p> <ul style="list-style-type: none"> organizes ideas in a form or manner that communicates information with an awareness of audience and purpose. Ideas/details are in logical order with structure and flow 	No evidence (blank)	<ul style="list-style-type: none"> no introduction and/or closure very little or no sense of order is present similar ideas are not grouped together choppy/ no flow 	<ul style="list-style-type: none"> an introduction may or may not be present some sense of order is present (the account may jump around a bit), therefore; some rereading may be required no or little attempt with connecting/transition words (may be repetitive - <u>and</u>, <u>and then</u>) closure may or may not be attempted 	<ul style="list-style-type: none"> gives an introduction (a clear beginning) to establish the purpose the writing maintains a sense of order and logical sequence connecting/transition words create flow showing how ideas connect provides an obvious conclusion (could be predictable and/or abrupt) 	<ul style="list-style-type: none"> has a clearly defined introduction the writing maintains logical and effective order throughout order of ideas enhances and elaborates on topic thoughtful transition words connect ideas and supporting details provides a logical and definite conclusion – a statement to reinforce or summarize position
<p>Conventions:</p> <ul style="list-style-type: none"> demonstrates awareness of audience and purpose by using conventions of written language <p>*Proportion of error to length and/or complexity of response should be considered</p>	No evidence (blank)	<ul style="list-style-type: none"> many errors present (may obscure meaning) appropriate grammar, punctuation and capitalization are not used sentence structure obscures meaning conventional spelling is rarely used 	<ul style="list-style-type: none"> errors in conventions present meaning is affected by errors meaning understood with rereading spelling, grammar, punctuation and capitalization are often incorrect sentences rarely vary in structure or length creating a simple, rigid, sometimes repetitive, mechanical text 	<ul style="list-style-type: none"> conventions present (occasional errors) correct capital letters and end punctuation internal punctuation and paragraphs are used with some competence familiar and commonly used words spelled correctly variety in sentence length and structure (occasional errors) to create interest and rhythm 	<ul style="list-style-type: none"> conventions consistently present correct use of capital letters and end punctuation internal punctuation and paragraphs are used with competence more complex vocabulary with minimal spelling errors variety in sentence length and structure creates an effective text