Writing Rubric (Personal Expressive) – Elementary Literacy Assessment - 2014

Trait	0	1. Experienceing Difficulty	2. Approaching Expectations	3. Meeting Expectations	4. Strong (at the grade level)
Ideas: • 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)	• topic does not match the prompt • no awareness of task **OR** • limited (incomplete) details to support main idea • lacks evidence of development	• topic matches the prompt • **few** supporting details are present • details present but are unclear, irrelevant and/or repetitive (may read like a list) • details are not developed • little awareness of audience and purpose	• topic matches the prompt • supporting details are relevant • details are developed (straight forward and predictable) • some unnecessary or distracting information **may** be present • awareness of audience and purpose	• topic matches the prompt • supportive details are relevant, effective, specific, and appropriate • details are **strongly** developed and maintained consistently • no irrelevant details • a clear awareness of audience and purpose
Organization: • 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)	• no introduction and/or closure • very little or no sense of order is present • similar ideas are not grouped together • choppy/ no flow	• 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	• 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)	• has an effective 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
Conventions: • demonstrates awareness of audience and purpose by using conventions of written language *Proportion of error to length and/or complexity of response should be considered	No evidence (blank)	• many errors present (may obscure meaning) • appropriate grammar, punctuation and capitalization are not used • sentence structure obscures meaning • conventional spelling is rarely used	• 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	• 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	• 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