

SCORE	4	3	2	1
<b>CONTENT / DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Presents a clear central idea about the topic</li> <li>Fully develops the central idea with specific, relevant details</li> <li>Sustains focus on central idea throughout the writing</li> </ul>	<ul style="list-style-type: none"> <li>Presents a central idea about the topic</li> <li>Develops the central idea but details are general, or the elaboration may be uneven</li> <li>Focus may shift slightly, but is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>Central idea may be unclear</li> <li>Details need elaboration to clarify the central idea</li> <li>Focus may shift or be lost causing confusion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>There is no clear central idea</li> <li>Details are sparse and/ or confusing</li> <li>There is no sense of focus</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Has an effective introduction, body, and conclusion.</li> <li>Provides a smooth progression of ideas by using transitional devices throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Has an introduction, body, and conclusion.</li> <li>Provides a logical progression of ideas throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective.</li> <li>Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing.</li> <li>Presents information in a random or illogical order throughout the writing.</li> </ul>
<b>VOICE</b>		<ul style="list-style-type: none"> <li>Uses precise and/or vivid vocabulary appropriate for the topic</li> <li>Phrasing is effective, not predictable or obvious</li> <li>Varies sentence structure to promote rhythmic reading</li> <li>Shows strong awareness of audience and task; tone is consistent and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Uses both general and precise vocabulary</li> <li>Phrasing may not be effective, and may be predictable or obvious</li> <li>Some sentence variety results in reading that is somewhat rhythmic; may be mechanical</li> <li>Shows awareness of audience and task; tone is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple vocabulary</li> <li>Phrasing is repetitive or confusing</li> <li>Shows little or no sentence variety; reading is monotonous</li> <li>Shows little or no awareness of audience and task; tone may be inappropriate</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling).</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling).</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling).</li> </ul>	<ul style="list-style-type: none"> <li>Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling).</li> </ul>

**NOTE:** This rubric **MUST** be used in conjunction with *specific grade-level skills* as outlined in the *Composite Matrix for the Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products (Appendix B of ELA Standards, 2008)*.

Blank	B
Off Topic	OT
Insufficient	IS
Unreadable	UR
Not Original	NO