

Student Friendly Writing Rubric

IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 – Focused, clear, specific. It keeps the reader's attention.</p> <p>a) I know a lot about this topic and added interesting tidbits.</p> <p>b) I showed what was happening instead of telling.</p> <p>c) My topic was small enough to handle.</p> <p>d) I can easily answer the question, "What is the point of this paper/story?"</p>	<p>5 – Extremely clear, visual, and accurate. I picked the right words for the right places.</p> <p>a) My words are colorful, snappy, vital, brisk and fresh. You won't find overdone, vague or flowery language.</p> <p>b) All the words in my paper fit. Each one seems just right.</p> <p>c) Look at all my energetic verbs!</p> <p>d) Some of the words and phrases are so vivid the reader won't soon forget them.</p>	<p>5 – Mostly correct. There are very few errors in my paper.</p> <p>a) My spelling is accurate.</p> <p>b) I have used capitals correctly.</p> <p>c) Every paragraph is indented to show where a new idea begins.</p> <p>d) Periods, commas, exclamation marks, and quotation marks are in the right places.</p> <p>e) My grammar/usage is consistent and shows control.</p>
<p>3 – Some really good parts, some not there yet!</p> <p>a) Some things are new, other things everyone else already knows.</p> <p>b) Details are general (nice, fun, some, good.)</p> <p>c) I'm still thinking aloud on paper. I'm looking for a good idea.</p> <p>d) Maybe I'll write about this or maybe I'll write about that.</p>	<p>3 – Correct but not striking. The words get the message across, but don't capture the reader's attention.</p> <p>a) I used everyday words pretty well but I did not stretch for a new and better way to say things.</p> <p>b) Most of the time the reader will figure out what I mean even if a few words are messed up.</p> <p>c) My words aren't real specific. Better, juicy details.</p> <p>d) I used tired out cliches or phrases.</p>	<p>3 – About halfway there. A number of bothersome mistakes need cleaning up.</p> <p>a) Spelling is correct on simple words. It may not be right on harder words.</p> <p>b) Most sentences and proper nouns begin with capitals, but a few have been over looked.</p> <p>c) At least one paragraph is present. Others might not all begin in the right spots.</p> <p>d) Problems in punctuation make the reader stumble and pause now and then.</p> <p>e) Several grammar problems are evident.</p>
<p>1 – Just beginning to figure out what I want to say.</p> <p>a) I haven't shared much information. I don't seem to know much about this topic.</p> <p>b) My details are so vague it's hard to picture anything.</p> <p>c) I'm still thinking aloud on paper. I'm looking for a good idea.</p> <p>d) Maybe I'll write about this or maybe I'll write about that.</p>	<p>1 – Confusing. The reader is often asking "What did they mean by this?"</p> <p>a) A lot of words and phrases are vague. (We were friends and stuff.)</p> <p>b) My words don't make pictures yet. (It was awesome.)</p> <p>c) Some of my words are misused.</p> <p>d) Over and over I used the same words over and over, until my paper was over.</p>	<p>1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</p> <p>a) Spelling errors are common, even simple words.</p> <p>b) Capital letters are scattered all over or not at all.</p> <p>c) I haven't got the hang of paragraphs yet.</p> <p>d) Punctuation is very limited and makes reading this paper difficult.</p> <p>e) Frequent grammatical errors, I haven't spent much time editing this paper.</p>

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ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <p>a) My beginning grabs the reader's attention and gives clues about what is coming.</p> <p>b) Every detail adds a little more to the main idea or story.</p> <p>c) My details are in the right place.</p> <p>d) I ended at a good spot. I have a strong conclusion or ending.</p>	<p>5 – Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</p> <p>a) I have put my personal stamp on this. It's me!</p> <p>b) Readers can tell I'm talking right to them.</p> <p>c) I write with confidence and security.</p> <p>d) My paper is full of feelings and the reader will know how I feel.</p> <p>e) Nobody else sounds like this.</p>	<p>5 – Varied and natural. The sentences in my paper are close and delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy.</p> <p>b) It's easy to read my paper out loud. I love the sound of it!</p> <p>c) Sentence beginnings vary.</p> <p>d) Good sentence sense. My sentence flows.</p> <p>e) All excess baggage has been cut out.</p>
<p>3 – Some really smooth parts, others need work. The order makes sense most of the time.</p> <p>a) I have a beginning but it doesn't really grab you or give clues about what is coming.</p> <p>b) Sometimes it is not clear how some of the details connect to the story or main idea.</p> <p>c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others.</p> <p>d) I have a conclusion, but it is ho-hum.</p>	<p>3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <p>a) Although the reader will understand what I mean, it won't make them feel like laughing, crying,, or pounding on the table.</p> <p>b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet.</p> <p>c) My personality pokes through here and there but gets covered u again.</p> <p>d) My writing is pleasant, but cautious.</p> <p>e) I've done more telling than showing.</p>	<p>3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting.</p> <p>b) When I read my paper, most of the sentences have the same patterns.</p> <p>c) Many sentences begin the same way.</p> <p>d) My paper shows some interesting sentences.</p> <p>e) I have used more words than necessary.</p>
<p>1 – Not shaped yet. The order of my paper is jumbled and confused.</p> <p>a) There really isn't a beginning or introduction to my paper. It just takes off.</p> <p>b) I'm confused about how the details fit with the main idea or story line.</p> <p>c) My ideas seem scrambled, jumbled and disconnected.</p> <p>d) Conclusion! Oops, I forgot.</p>	<p>1 – Not me yet. I'm not comfortable or don't know what I truly think or feel yet.</p> <p>a) If you didn't already know, you might not know who wrote this paper.</p> <p>b) I'm not comfortable sharing. I've taken the safest route by hiding my feelings.</p> <p>c) I sound like a robot.</p> <p>d) My paper makes the reader yawn.</p> <p>e) My paper is all telling and no showing.</p>	<p>1 – Paper needs work because there isn't enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read over, just to figure out the sentence.</p> <p>b) The sentence patterns are repetitive.</p> <p>c) I'm having a hard time telling where one sentence stops and another begins.</p> <p>d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>